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MAR - 5 2010

A Hamilton College Student Publication, Clinton, NY
March 4, 2010
Volume L Number 19

THE SPECTATOR

Student Laptops Disappearing Without a Trace

by Russ Doubleday '11
News Editor

Three student laptops have been stolen out of rooms in Root Residence Hall. Early in the afternoon on Saturday, Jan. 23, Adam Fix '13 and Chiuba Obele '13 had their laptops stolen, and on the morning of Wednesday, Feb. 17, Whitney Infelise '12 also had her laptop stolen.

Both Fix and Infelise left their rooms in Root without locking their door. When they came back, their laptops were missing. Fix's roommate was off campus at the time.

"I couldn't give a description of the guy who took it, I didn't know the laptop's serial number and, Root has no security cameras," said Fix, describing his conversation with a Campus Safety officer who referred his case to the Utica Police Department.

"[Campus Safety] asked me if I wanted to file a police report," Infelise said. "I filed the report with the Kirkland police. The police said that they probably wouldn't find it because I don't have [the]

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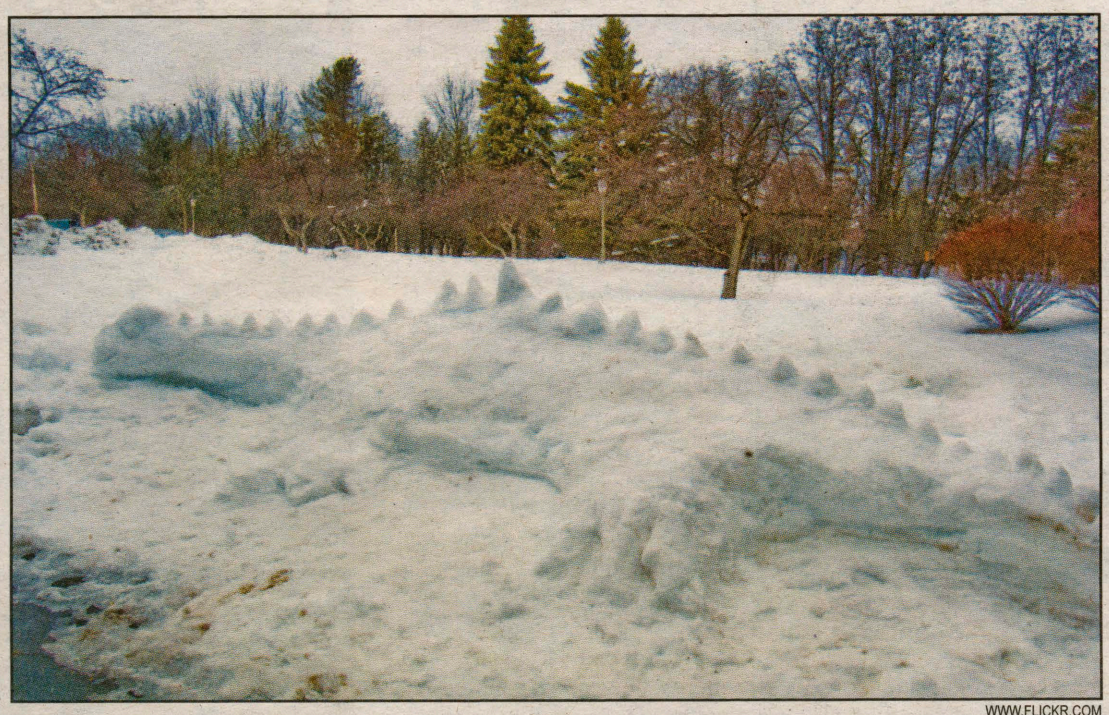
ICE AGE



WWW.FLICKR.COM

The snow stegosaurus outside Milbank Residence Hall was one of many responses to the Dean of Students Office Snowpeople Challenge. See more sculptures on page 10.

Students Snowed In By Storm

by Emily Gerston '11
News Writer

Students walking to their cars last Friday found a flaw in their plans to drive off-campus: large piles of snow blocking the way.

Between the night of Thursday, Feb. 25 and Friday, Feb. 26, Hamilton College received more than 21 inches of wet, heavy snow, according to an all-campus e-mail from Terry Hawkridge, assistant director of grounds, horticulture and arboretum.

After the storm, students had difficulty getting to their cars.

Clair Cassiello '11 went with a friend to take her car into Clinton, only to discover that the car was stuck in the snow to move. Cassiello said that the snow was nearly up to the trunk of her car.

"The road in the parking lot was pretty much clear, but the snowplows pushed the snow off the road to make bigger piles of snow by the car," she said.

Rather than dig her car out

see ***Snow,*** *page 4*

Understanding Our Endowment: Managing Loss in the Recession

by Evan Klondar '11
Editor-at-Large

This is the second of a two-part series on Hamilton's endowment. The first part appeared in the Feb 25 issue.

The decrease in the Hamilton College endowment between June 2008 and June 2009 was 203 million—slightly more than the New York Yankees' 2009 payroll. The services students are used to, however, have not significantly changed.

The endowment manages loss through two primary methods. First, it groups and invests all funds together. This prevents any one fund from being overexposed to a market risk. If funds were not grouped (for example, if the funds for an endowed computer science professorship were invested in Microsoft), the value of that fund could crash when the rest of the endowment was doing well. Grouping eases the management burden, preventing the need to juggle different bundles of investments.

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Alumnus Shares Stories from War in Afghanistan

by Bianca Dragan '10
Senior Editor

"History is made by those who show up. Show up!" said First Lieutenant Matthew Zeller '04. As part of the panel discussion entitled "The Way Forward in Afghanistan," Zeller encouraged the audience to get involved in fundamentally rethinking the war in Afghanistan. Zeller served in Afghanistan from April to December 2008.

Zeller's journey from the Hill to the battlefields of Afghanistan is certainly an unusual one. On the way, he observed the many cultural barriers that women and children must cope with everyday. To be successful in Afghanistan he argued, the United States must integrate more soldiers into the country's culture so they are not perceived as enemies.

As a Hamilton student, Zeller decided to enlist in the Army shortly after 9/11 and participated in ROTC through Syracuse University his junior and senior years. Zeller earned his degree in World Politics and wrote his senior thesis on the relationship between oil and American foreign policy.

Zeller was awarded the David Boren National Security Fellowship and received a joint master's degree in public affairs and international relations at Syracuse University's Maxwell School. Zeller also graduated first in during his class from the US Army Military Intelligence Officer's Basic course in 2005.

Although Zeller trained for three months prior to deployment, he explained that he learned everything "on the ground" in Afghanistan. Zeller was trained to mentor the Afghan National Army and to speak Dari, one of two official languages of Afghanistan; however, he was assigned to train the Afghan National Police, who serve a very different role than the Army and was deployed to Ghazni, a region where Pashto, the other official language, is spoken.

Zeller called Afghanistan "a beautiful country" and joked that the Hindu Kush Mountains "would make a fantastic ski resort, if there was not such a security problem."

Despite the country's beauty, Zeller faced many challenges on the ground in Afghanistan. Much of Zeller's discussion focused on the importance of education as a means of securing stability in Afghanistan for women and children.

Zeller discussed the harm in having few U.S. military women in Afghanistan. "There is nobody to talk to the Afghan women," he said. In addition, the introduction of non-familial men into homes goes against the Afghan culture.

Zeller pointed out that many women still wear the burqa in Taliban-free areas, evidence of Afghanistan's deeply engrained

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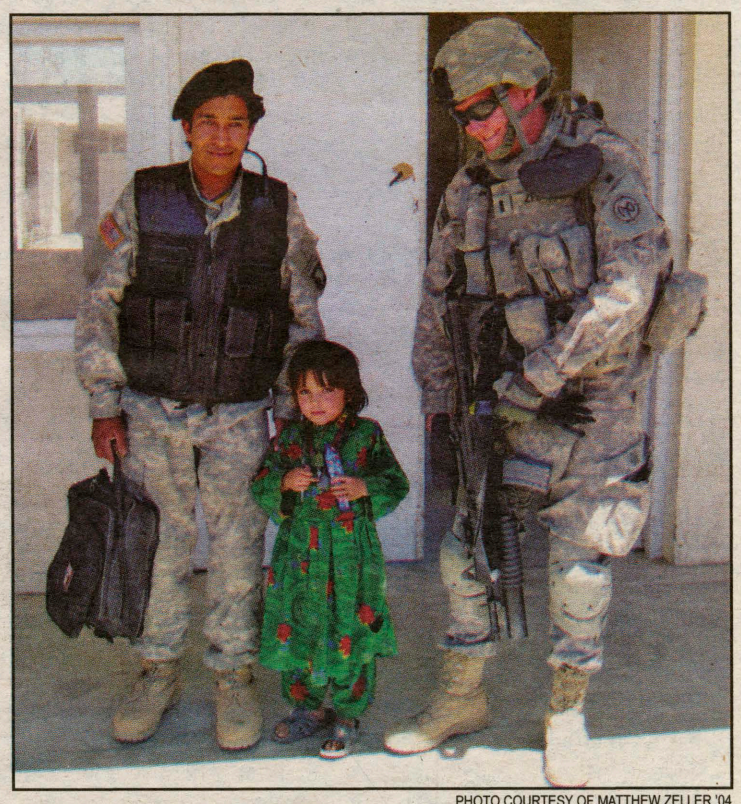

PHOTO COURTESY OF MATTHEW ZELLER '04

Zeller '04 (right) focused on improving education for children by distributing pens they could take to school.

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Education in Afghanistan a Priority for Alum, War Vet

PHOTO COURTESY OF MATTHEW ZELLER '04

Zeller '04 served in Afghanistan for eight months in 2008.

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culture. He said, "We shouldn't get ourselves involved in the culture and enforce our perceptions." Zeller advocated that social and political progression in Afghanistan is not possible without educating Afghan women. "Men cannot join the Taliban without their mothers' blessings." Zeller explained.

Holding up a pen, he said, "*this* is how we'll win the war on terror." While Afghan children have access to free education, Zeller found that parents would keep their children home from the state-run school if they did not have something to write with, as sending a child to school pen-less indicated poverty. Zeller explained that parents send their children to Taliban-sponsored *madrasas* (schools) because they offer food, shelter and writing tools.

To counter this, Zeller made his team carry pens and pencils to distribute to the children in the villages they visited. Zeller's mother began the American charity "Pens for Peace," which supplied boxes of pens for this mission.

In addition to distributing pens, Zeller and his unit also began a "Big Brothers, Big Sisters" program where Afghan orphans are taught English. Although he insisted that education is the key to "prevent today's children to become tomorrow's fighters," he admitted that there are obstacles to this, including finding professors who are literate enough to teach and getting school supplies. Still, "the thirst for knowledge is palpable."

In addition to Zeller, the panel, hosted by the Government department and led by Henry Platt Bristol Professor of International Affairs Alan Cafruny, included former U.S. Ambassador and Christian A. Johnson Distinguished Professor of Global Political Theory Edward Walker '62, Assistant Professor of Government Ted Lehmann and Max Currier '10.

Following Zeller, Currier presented his research on the role and efficacy of Provincial Reconstruction Teams (PRTs) in the Middle East. Currier's research was funded by the Levitt Research Fellows Program and completed under the supervision of Walker. Currier explained that it is not "irreconcilable ideology" or differences in ethnicity that make regular Afghans join the Taliban, but everyday survival issues in Afghan life. Currier found that although PRTs will not solve all problems in Afghanistan, these joint civil-military teams are vital to achieving 'sustainable stability.'

The panelists agreed that government reform and a long-term commitment strategy are needed to address the situation in Afghanistan properly. Zeller proposed sending and integrating more American soldiers into the culture so they will be perceived less like "the enemy" and more like allies. Zeller remarked that Afghanistan needs more diplomats who speak the language and understand the culture, rather than soldiers who are "trained to shoot and kick down doors." He invited the audience to consider the value of the long-term commitment of this war in light of the ongoing war in Iraq and the current economy.

Finally, Zeller briefly mentioned that he plans on writing a book titled *Watches Without Time*. The title refers to what a Taliban member told Zeller when Zeller asked him how the Taliban expect to win when the U.S. has the technology and the training that the Taliban lack. The Taliban member responded, "The U.S. has the watch, we have the time."

Without the U.S. citizens' participation in the process of choosing a constructive direction for Afghanistan, the watch is just an incredibly expensive piece of technology.

NESCAC NEWS

by Amanda Jordan '10
News Writer

Tufts University

Beginning this year, Tufts University has been encouraging prospective students to submit one-minute YouTube videos of themselves. Tufts is the first university to allow students to submit videos with their applications. Students are not required to submit a video to be considered, and the videos can be about practically anything. Lee Coffin, dean of admissions at Tufts, said, "We're not judging it on the qualities of the production values. We're not looking for Oscar-winning short films. What we're really hoping to get out of these videos is another part of the puzzles that make up this 17-year-old person." He added, "We've seen some awful videos."

Wesleyan University

Wesleyan University recently began a two-year pilot program at Cheshire Correctional Institution in Cheshire, CT to give prisoners the opportunity to receive a higher education. Wesleyan is one of around ten liberal arts colleges who have established programs to teach prisoners. The pilot program currently has 18 students, including prisoners who were charged with anything from dealing drugs to murder. Ed Parker, an inmate at Cheshire Correctional who is serving time for a murder conviction, is one of the 18 students in the Wesleyan program. He believes that lives are wasted if prisoners are denied opportunities for rehabilitation.

Middlebury College

On Feb. 23, Hedda Berntsen, Middlebury College Class of 1999, won a silver medal in the first appearance of women's ski cross at the 2010 Winter Olympic Games in Vancouver, Canada. Berntsen, a resident of Norway, was an All-American skier and All-New England soccer player at Middlebury. In World Cup slaloms, Berntsen finished in the top-10 eight times, and in 2001, she won a bronze medal at the World Championships. She began ski cross in 2008, and qualified for the Olympics with the fifth fastest time. At the Olympics, she won all of her eighth, quarter and semifinal races before earning the silver medal in her final race.

CAP Forum Poses Questions About Open Curriculum

by Kerry Q. Coughlin '11
News Writer

The Committee on Academic Policy (CAP) held its first open forum of the year on Thursday, Feb. 25 to discuss Hamilton's current open curriculum and ways in which the College can strengthen the curriculum in general.

Statistics were shown from research conducted by the Cody Report, which compared several academic institutions with self-proclaimed open curricula. The report looked at five areas that it designated as characteristic of an open curriculum – student-created classes, independent studies, thesis projects, original majors and intensive advising. Four schools – Antioch, Brown, Evergreen and New College – were shown to have strengths in all five areas. Schools more similar to Hamilton, such as Amherst, Hampshire and Wesleyan, showed strengths in two to four areas. Hamilton demonstrated strength in one area – thesis projects.

Other statistics compared satisfaction with first-year and major advising before and after 2004, the last year the old curriculum was in place before the transition to the current open curriculum. The survey showed more satisfaction with first-year advising after 2004, but less satisfaction with major advising after 2004.

A third set of statistics looked at how many students took classes in all four academic divisions: humanities, arts, sciences and social sciences. In 2004, almost every student on the Hill took a class in all four, but in 2008, only 65.9% took classes in all four divisions.

The discussion was then opened up for questions regarding these statistics and the open curriculum in general. Steven Yao, associate dean of faculty for diversity initiatives, wondered about the student perception of the five areas of an open curriculum.

Professor of Philosophy Todd Franklin said that while working with pre-declaration sophomores this year, many had no idea you could design your own concentration.

Coordinator for the ESOL Program Barbara Britt-Hysell added that many of her students do not understand what an open curriculum is, and that the fear of discomfort, exposing weakness or lowering a GPA prevents many students from stepping outside of the classes in which they feel comfortable and know they will do well.

Dean of Faculty Joe Urgo said that, "We are a very young open curriculum and a developing one. We need to measure success in different ways – ways that enforce the idea of having an open curriculum."

Professor of Comparative Literature Peter Rabinowitz suggested that instead of looking at statistics, we should conduct a more impressionistic and less numerical study of what students are actually doing. For example, he asked, "Are students double majoring in fields they didn't used to? Are students double majoring in Government and Science, or are they only taking classes in Government?"

The issue of advising was also discussed. Franklin pointed out that an advisor should serve not only the mechanical purpose of a resource, but also as someone with whom students can develop a relationship and feel comfortable discussing academic and personal issues.

In terms of moving forward, the idea of a first-year seminar was discussed, something similar to that of the sophomore seminar program, which was discontinued after the 2005-2006 academic year. A first-year seminar would provide a collective sense of unity and common experience, but professors were not sure if the enthusiasm would be high enough for a sufficient number of sections.

HillConnect Brings New Features to Hamilton E-mail

by Emily Delbridge '13
News Writer

For the greater part of a decade, Hamilton has been using the Sun Java Communications Express system for e-mail, paying $30,000 or more per year for service. Gmail, on the other hand, costs nothing. According to members of Hamilton's Information Technology Services (ITS), the reduced cost was among the many benefits that led them to adopt Google Apps for Education.

Beginning on Monday, March 1, ITS began transitioning all students to HillConnect, an umbrella for the suite of applications available through Google Apps for Education.

The staff agreed that migrating to HillConnect, would offer significant enhancement in the College's communication capabilities. The applications include HillMail, HillChat, HillDocs and HillCal (the Hamilton-specific versions of Google's Gmail, Google Talk, Google Docs and Google Calendar, respectively).

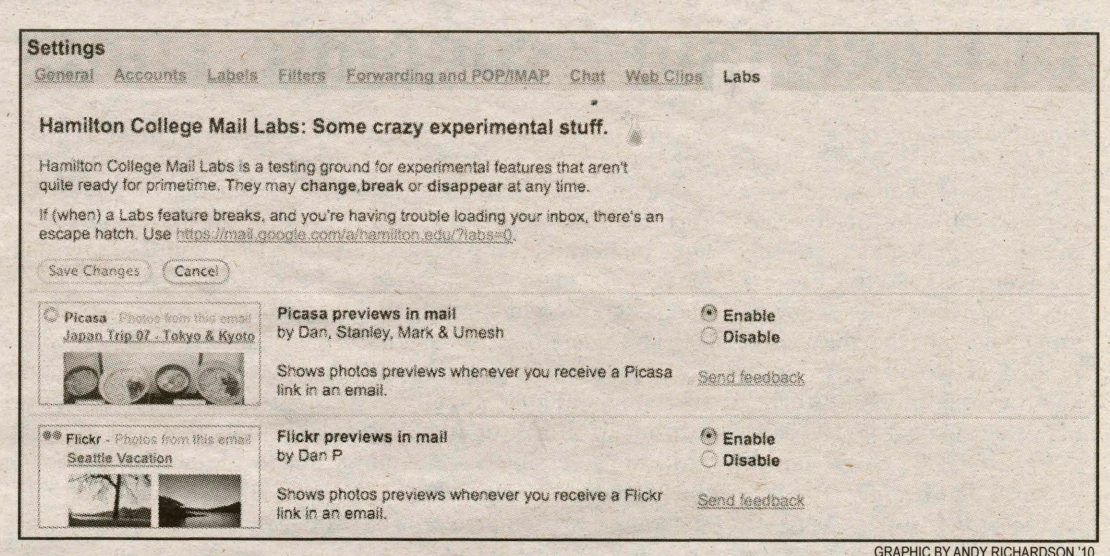
HillMail offers over seven gigabytes of e-mail data, a quota 14 times larger than the old system. It also allows for an increased e-mail attachment size of up to 25 megabytes, and stores messages in the inbox as a thread, or "conversation," grouping messages with their replies.

ITS Training Coordinator Maureen Scoones highlighted the interface provided by HillCal. "The drag-and-drop editing environment allows users to create and share personal calendars very easily." She explained that the HillCal interface could facilitate scheduling meetings between HillConnect users if they choose to publicize their availability, and that its increased accessibility can help users to easily manage their time.

Student reaction has been mixed so far. Some are reluctant to get used to a new interface, but others are pleased with the new features. One of the volunteer HillConnect testers offered comfort to those who miss the familiar setup.

"As with all new systems, there is a bit of a learning curve. [But it's] fairly short for Gmail."

Whitney Bachow '13, who was among the students making the transition to HillConnect on Monday, March 1, said, "I like it. I like that if I have the inbox open, new e-mails will automatically appear without me refreshing the page. Also, Google has a mobile phone interface that makes it easier to check my mail and type messages from my cell phone."


Settings
General Accounts Labels Filters Forwarding and POP/IMAP Chat Web Clips Labs
Hamilton College Mail Labs: Some crazy experimental stuff.
Hamilton College Mail Labs is a testing ground for experimental features that aren't quite ready for primetime. They may change, break or disappear at any time.
If (when) a Labs feature breaks, and you're having trouble loading your inbox, there's an escape hatch. Use https://mail.google.com/a/hamilton.edu/?labs=0.
Save Changes
Cancel
Picasa - Photos from this email
Japan Trip 07 - Tokyo & Kyoto
Picasa previews in mail
by Dan, Stanley, Mark & Umesh
Shows photos previews whenever you receive a Picasa link in an email.
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GRAPHIC BY ANDY RICHARDSON '10

HillMail offers "Labs," gadgets that can add new functions within the e-mail app.

Along with the features that HillConnect offers, having data reside on Google's servers allows for increased reliability and less server down time. HillDocs features live editing, something that could help collaboration between multiple students or faculty members, and diminish the need to e-mail different versions of the same work. HillChat is an instant messaging program that resides within HillMail and HillDocs.

There are also various "Labs" that can be enabled within HillMail, such as "Undo Send" and YouTube previews within e-mail messages.

Prior to this week's transition, ITS gathered feedback from beta testers and early adopters to ensure a smooth migration without data loss. ITS has received many questions and opinions regarding the change. For more information regarding HillConnect visit http://www.hamilton.edu/hillconnect or call the ITS Help Desk at x4181.

HEAG Adopt-A-Mug Program Going Through Growing Pains

by Kerry Q. Coughlin '11
News Writer

At the beginning of the semester, students were puzzled by posters around campus that proclaimed, "Red is the New Green." It was not until last week that the Hamilton Environmental Action Group (HEAG) revealed the meaning behind its campaign slogan for the new Adopt-A-Mug system.

An all-campus email explained the system – students can pick up one of the 1,000 red mugs in a dining hall, take it with them to any other place on campus and drop off the mug in a dining hall or designated yellow bin when finished. The mugs are then washed, sanitized and put out again, creating a more environmentally friendly alternative to the paper cups students generally use when on the go.

PHOTO BY KATE TUMMARELLO '11

Mug receptacles are located in the Science Center, Beinecke, KJ and below McEwen.

Sarah Schultz '12 and Tory Grieves '12 head the Dining Hall Committee of HEAG that helped to bring the Adopt-A-Mug program to fruition. Schultz explained that when she visited Bates College, one aspect of the school that really stuck out to her was a system where students could take mugs out of the dining halls and return them around campus. This visit inspired Schultz to advocate for the Adopt-a-Mug program.

"It took a long time - all of first semester - to get the program up and running, but the payback has been worth it," said Schultz. "I think the program has been going remarkably well. The response has been overwhelmingly positive."

While HEAG members believe students have embraced Adopt-A-Mug, some students indicated the system still needs some work.

"I think there's an issue with people hoarding them," said Sam Doyon '12.

Zachary Pintchik '12 said that there is a problem with the turnaround time between dropping the mugs off in the bins and having them reappear in the dining halls.

Said Lenni Marcus '12, "I love [Adopt-A-Mug], but I wish that mugs were more consistently available."

Some students, such as Josh Orndorff '11, have even seen mugs in the trash, which he felt could be prevented by "increasing the number of bins around campus."

Other students were not fully aware of the motivation behind the new system. "I think the mugs would be more effective if HEAG had done a better and clearer campaign to advertise their purpose," said Will Leubsdorf '10.

Assistant Director of Grounds, Horticulture and Arboretum Terry Hawkridge acknowledged that there are a few improvements that could be made in the program, such as increasing the number of containers at the receiving end – more bins in the Science Center, for example. Still, he is pleased with the program so far. "Any reduction in the waste stream is beneficial, and I think the program is doing that," said Hawkridge.

Overall, students seem to appreciate the mugs' environmental benefits.

"Before the mugs, there was so much needless waste," said Jeannie Folan '12. "It's a new system, and they need to work out the kinks, but it's a vast improvement over the alternative of going back to paper cups."

"It's cool to be environmental," Schultz said. "You really don't want to be the one person carrying around a paper cup anymore."

Root Hall Susceptible to Theft, Students Say

from ***Theft,*** *page 1*

software that tracks internet use."

Both Fix and Infelise also put notices into *The Daily Bull*, but no one returned the stolen laptops.

Assistant Director of Campus Safety Wayne Gentile, who handles these types of investigations, is aware of the thefts. For computer theft, he first gives Information Technology Services any relevant information, and they search to see if the laptop is somewhere else on campus. This search rarely finds missing laptops, however. Next, he asks the student for the serial number on the bottom of their laptop. He said most students do not know this number, making it almost impossible to track down the missing laptop.

Some students speculate that the presence of the Clinton Child Care Center makes Root a prime target for theft. During the Center's hours of operation Monday through Friday, Root Residence Hall is unlocked; a Hill Card is not necessary to gain access. However, this does not explain how Fix's computer was stolen on a Saturday.

Lauren Magaziner '12, a residential advisor in Root, does not think Hamilton students are responsible for the theft. "If it was someone from the College, why target Root?" she asked. "Students' key cards can guarantee entrance into any dorm on campus, so a thief from the College wouldn't need to repeatedly steal from Root."

"I do not think this would have happened if the door was locked," Infelise added. "Anybody can get in that dorm and I feel like Hamilton students would have more consideration for someone else's property."

Gentile said that the door to Root has always been unlocked on weekdays to accommodate the Center, but problems have only arisen this year. He thinks the situation could be fixed in the future for students' protection, but Residential Life would also have to examine any change.

For now, Root residents are taking extra care to lock their doors and protect their laptops and other electronics.

"I've had a few advisees ask me if they need to lock their doors when they shower, to which I would advise yes," Magaziner said. "My philosophy for my advisees and myself is that it is better to be overcautious than to have a stolen computer."

College Keeping Costs Down in Uncertain Economic Times

from ***Endowment,*** *page 1*

The endowment can also borrow from unrestricted assets to help "cover" underperforming restricted assets. For example, if a fund were endowed around the time that the market peaked, it would have lost a significant portion of its original value in late 2008 and early 2009, when the stock market dropped significantly. To cover this loss, the College borrows from unrestricted assets and gives these "borrowed" funds to restricted assets. When the market recovers, the money that was borrowed is returned.

Restricted funds such as endowed professorships or scholarships are not necessarily impacted by the recession. According to Vice President of Administration and Finance Karen Leach, "We made a decision early on that we would continue supporting financial aid, [and] we are also continuing to support professorships."

A number of programs are designated as optional, such as summer internship funding. However, the College has been able to continue these programs in spite of the endowment's performance. Even though they are not absolutely necessary to students, Leach said, "They are so important to students' futures." To Leach's knowledge, "there has not been any program that was canceled because of a reduction in endowment funding only."

The College has maintained financial aid, professorships and summer internship funding, along with many other funds and programs which routinely impact student life. Some programs have been cut during the recession, but none directly as a result of a lack of funding. Still, the recession has forced the College to reevaluate its spending and prompted efforts to reduce waste and excess.

Part of the reason these services can be maintained is donations from alumni. According to Dick Tantillo, vice president for communications and development, the 2008-2009 annual fund surpassed its goal of $6 million, and alumni participation increased relative to previous years. This fundraising effort compares favorably to Hamilton's peer institutions, of which more than 50 failed to meet their fundraising goals during the same period.

Still, some areas of the college have seen spending cuts. Since the recession began, operating budgets have been trimmed by $700,000 overall. Budget cuts included reducing the number of replacements for College computers, reducing travel budgets and scaling back refreshments at events.

The McKenna Juice Bar in the Blood Fitness Center closed in January 2009. According to Director of Auxiliary Services Irene Cornish, the administration hoped that the juice bar "would ultimately become successful enough to offset its operating costs. That never happened."

Additionally, the College stopped cleaning bathrooms within student rooms at the start of the 2009-2010 academic year. Prior to the current academic year, a janitor would clean bathrooms in dorms such as South and Ferguson at least once a week. According to Casey Wick, assistant director of custodial services, the decision was made for two reasons. First, Hamilton wanted to engender a spirit of individual growth by allowing students to clean their own bathrooms. Second, it was difficult to clean these bathrooms. Wick noted that the custodial staff spent most of their time "shuffling around clothing, toiletries, magazines and newspapers" instead of actually cleaning them.

The juice bar, which never reached its intended profitability, and private bathroom cleaning, which costs the college 80 man-hours of custodial work per week, are examples of the budget cuts the College will make in times of economic hardship. Whether the College can continue to ensure that losses in the endowment do not significantly affect Hamilton's academics remains to be seen.

SA Update

by Eve Denton '12
Student Assembly Correspondent

One class, one book

The March 1 Student Assembly meeting began with an update regarding the First-Year Common Reading Program. The school has decided to move forward with the plan and will soon be sending an e-mail asking for book nominations. A committee will then narrow this list down to approximately 10 books, which will again be sent to the campus-at-large, allowing for another vote on the final decision. One Student Assembly member voiced concern that orientation is arduous and cluttered enough as is, and should undergo revision before new activities are added. Another member replied that the reading program is attempting to go beyond the social bonds that are formed during orientation and create intellectual bonds.

Middle States accreditation

Another new change to campus will be the creation of a new Student Assembly committee that will meet for three weeks and be known as the "Temporary Mission Committee." This committee will create a three-page document that will help in the preliminary process of Middle States Accreditation, which the school undergoes every few years. The committee will answer the questions "What do we consider that students gain from the experience of residential life, participation in student organizations, and other student life programs? " and "What evidence do we have that students do in fact gain from these experiences?"

Utilizing space in new ELS

The Culture and Diversity Committee shared their interest in creating an area in the new ELS for people to gather and speak comfortably. The Committee hopes this space can be personalized to display Hamilton's uniqueness and the personality of students. One suggestion was to open it to international cultures, since their current space-representation is limited to a map in the Registrar's Office. The Committee also brought up the idea of a "Sex Center," similar to one that currently exists at Oberlin College. It would be similar to the Q-Lit Center, in that students could bring questions to be answered by their peers, however the questions would be sex-related.

Students Struggle to Shovel Out of Parking Lots

from ***Snow,*** *page 1*

of the snow, Cassiello decided to postpone her plans until later in the week.

Brian Mizoguchi '11 also encountered difficulty getting out of his parking spot, but he decided to dig his car out. Mizoguchi said that the undertaking was "a bit of an annoyance." He was able to back his car out after about 40 minutes of clearing snow with the help of some other students in the parking lot.

"I'm from D.C. and we generally don't get a lot of snow, so I had never dug out a car before," Mizoguchi said. "Given the amount of snow that had fallen, I can't imagine what more the school could have done to clear out the parking lots, but it was certainly a mess."

Hamilton plans extensively to prevent snowfall from effecting roads, walkways and parking lots, but this storm put the system to the test.

"This was an unusual storm based upon the volume of snow and the weight of the snow," said Hawkridge. "We get wet snow, but usually not more than a foot at a time. We get storms of 15 [inches to] 18 [inches] on a yearly basis but, again, not at this weight."

The Hamilton College Snow Removal Plan calls for student parking lots to be cleared by 10 a.m. daily, but student parking lots are behind emergency routes, staff lots and off-campus student lots on the snow removal priority list.

As a result of the unusually large storm, snow removal crews were unable to safely clear all the roads and parking lots before classes were scheduled to start at 8:30 a.m. on Friday, Feb. 26. The road conditions led the Hamilton Emergency Response Team to alert the campus that the College would not open until 9:30 a.m. and that classes would resume at 10 a.m. According to Hawkridge, parking lots were cleared and accessible by the time crews left at 5:30 p.m. on Friday.

Snow removal was further complicated during last week's storm by equipment breakdowns. Multiple pieces of equipment such as trucks, plows and tractors, including the tractor that clears Martin's Way from College Hill Road to the Kirner-Johnson building and could not be used until maintenance issues were resolved.

In addition to equipment failures, Hawkridge said that the College is currently short two operators due to their recently leaving the employment of Hamilton.

"That being said… It was a group effort," said Hawkridge. "[About 50] of the custodians had a sidewalk assignment at the buildings they work at. The five carpenters and four painters were blowing sidewalks, shoveling off roofs, and aiding stuck vehicles. A few plumbers [and] electricians were blowing sidewalks with available equipment and helping out here and there."

PHOTO BY THOMAS YARNELL '10

Cars in the Root Extension Lot were blocked by deep snow on Saturday, Feb. 27.

EDITORIAL

THE SPECTATOR EDITORIAL

Investing in the College's Career Center

The Hamilton Career Center can provide invaluable advice. It is hard to put a price on the landing the perfect internship with your U.S. Senator or your dream job working on Wall Street. However, more and more, it seems the College and the Dean of Student's Office, which oversees the Career Center, are ignoring just how valuable these services are.

The Career Center has done an increasingly good job reaching students through their online resources and internship and job listings placed on every table in the dinning halls. These tools are helpful for the small number of students that pay attention, but they also are an effort by the Career Center to reduce its ever-increasing workload. However, students usually demand one on one attention when preparing for their careers. The Center sees students for over 2,700 appointments a year. That is an average of about 77 appointments per month for each counselor if they are evenly distributed between the five counselors, one of which is part time.

It seems these numbers are an understatement. The demand for career advice has driven many of the counselors to take on appointments during their lunch hours and extend their hours well beyond the 4:30 closing time. The Career Center staff members are overworked, but their dedication keeps them helping students achieve their goals. The problem is significantly magnified when one staffer must take extended sick days or travel to represent Hamilton.

It is time the College reaffirmed the importance of career services to the overall success and longevity of the institution as a whole. The alumni network is part of what makes Hamilton so strong, but an unemployed or underachieving young alumni base could be on the horizon if current students cannot get the career advice they need.

Currently, career counselors at other colleges are getting laid off due to the weak economy. Hamilton could allocate funds to hire an additional career counselor, and now is the perfect time to do so because more experienced counselors are available. Increasing the staff at the Career Center would be a sound investment in Hamilton's future by assisting one of its biggest constituencies: its future graduates.

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The Spectator's Letter-to-the-Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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Covering Asepcts of Identity Hinders Scholastic Pursuits

Kenji Yoshino Lectures on Maintaining Individuality and Academic Integrity

by Amy Tannenbaum '10
Opinion Contributor

I feel like I have a lot in common with Kenji Yoshino. Like me, he majored in literature as an undergrad before pursuing a career in law (as I hope to do). He infuses his academic work with his passions and his identity. As I walked him back to the Bristol Hotel in the midst of the blizzard last Thursday, we both agreed that we love snow and that this snowstorm was far from the worst we'd ever seen. While I admit that my admiration may slightly color my assessment, I believe that the others who braved the weather to come to the Science Center would agree that Yoshino gave an engaging lecture that offered much insight for some of our current campus conversations.

Yoshino's lecture on covering, and on its relation to following your academic passion, resonated strongly with me in light of current campus debates on the value of a liberal arts education and what it means to be an academic. Yoshino recounted a story of how a colleague told him that if he wanted to be successful in his first tenure-track position, he should be a "homosexual professional" rather than a "professional homosexual" – that is, there was no problem with Yoshino declaring himself openly gay, but he may have a better shot at getting tenure if he didn't make LGBT issues the central topic of his studies.

However, Yoshino found that in attempting to 'cover' this aspect of his identity – to declare himself as gay but not to make this fact too uncomfortably obvious to others – his work lacked the enthusiasm and articulacy that was so clear when he did not stifle his true passions. As a student, I know that when I write about something I care about, I produce better, more compelling work. If I attempt to stifle this passion in pursuit of some guise of objectivity (and can any of us ever define what it means to be objective? You cannot have an argument in your paper without having some point of view), the work is difficult and I can't write or think as well as when I simply acknowledge my biases and go from there. Recently certain departments and areas of study have come under fire for being too based in identity politics, and therefore not really 'academic' or 'objective.' Yoshino implored us to follow our academic passions rather than giving in to demands that we cover these parts of ourselves, and I couldn't agree more.

Yoshino's explanation of covering also speaks to campus politics, especially concerning certain identity-based student groups. The demand for non-dominant groups to cover is related to a fear of deviance from the norm. At Hamilton, identity-based groups who assert their identities are asked to cover all the time. These groups are criticized for 'flaunting' and being publicly proud of their identities, and for asserting their difference. When these groups voice their opinions about the problematic nature of things like images, statements and campus policies, suddenly they are labeled "divisive" or "hypersensitive." When such groups refuse to *cover* their true feelings for the sake of making others comfortable, they supposedly threaten our image of a coherent campus community. While I feel that the demand to cover is most salient and important with regards to non-dominant identity based groups, we can also see the demand to cover in, for example, the public mocking of groups like Knit Happens and Capoeira. These groups deviate from what has been constructed as the 'norm' at Hamilton, and so when these groups assert their presence, through emails or through public performance, dominant campus culture demands that they *cover* and make themselves not so public.

We are all asked to cover some parts of ourselves, both central parts of our identity like sexuality or religion, and perhaps less prominent parts like a love of comic books or Miley Cyrus. However, recognizing, appreciating and talking through difference doesn't divide us, it makes us more powerful. How much freer and happier would we all feel if we didn't feel a need to cover?

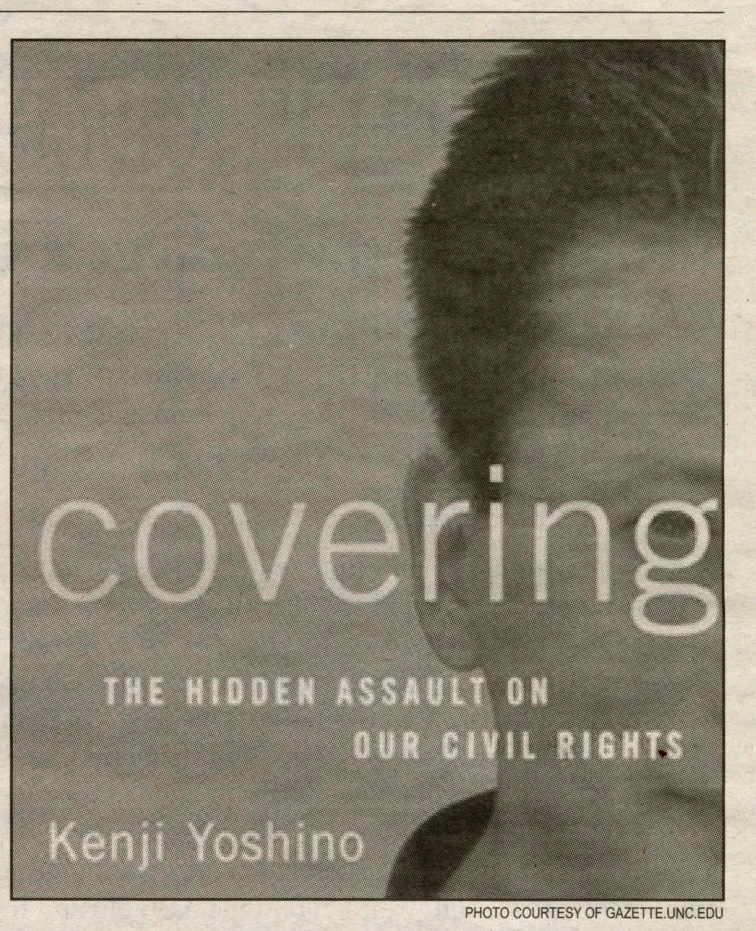


PHOTO COURTESY OF GAZETTE.UNC.EDU

Yoshino's book recounts his experiences as a gay Asian American professor and how our culture encourages Americans to sacrifice certain identities for others.

Hookups and Long-Distance Relationships Prevalent at Hamilton

by Kye Lippold '10
HamPoll Co-Chair

A survey conducted in mid-February by HamPoll offers a unique perspective into the details of the dating scene at Hamilton. Among the primary findings were that students widely believed that short-term relationships were easier to attain than long-term relationships, and that 18 percent of Hamilton students were in long-distance relationships.

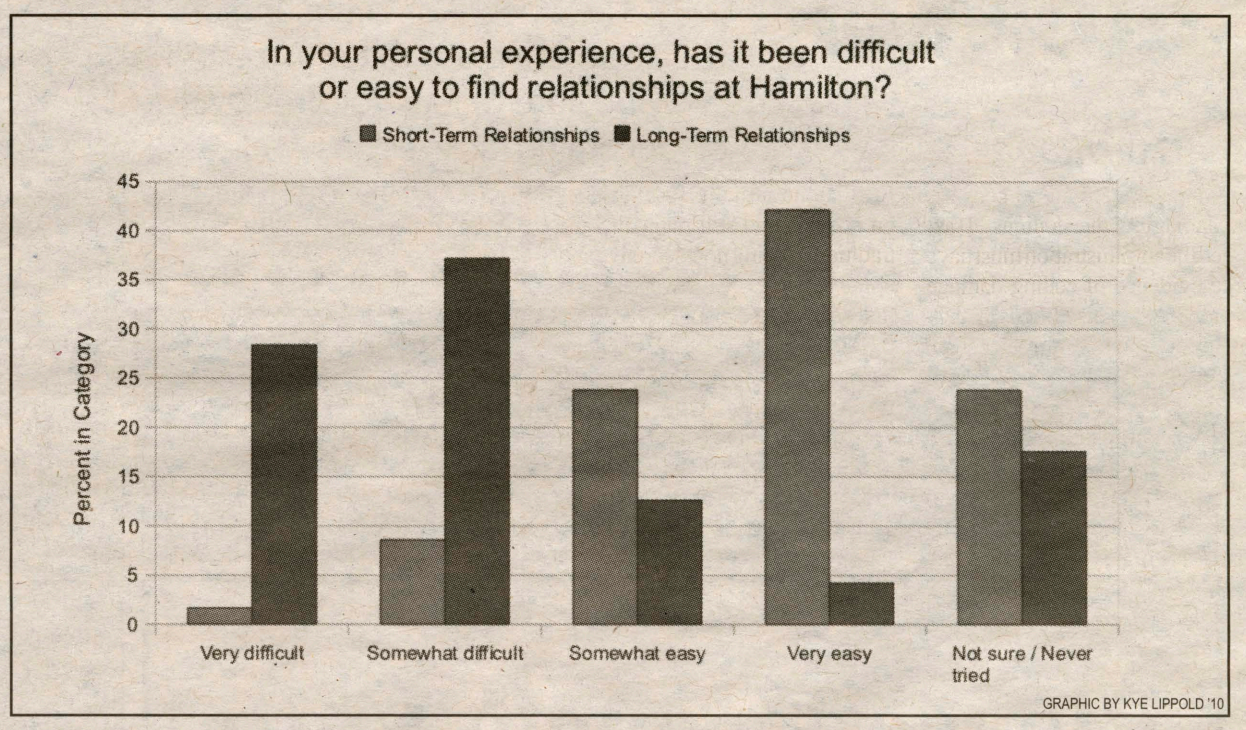
Many students reported a culture more conducive to hookups than long-term relationships; among students who had an opinion about both relationship types, 70 percent of students said it was difficult to find new long-term relationship partners at Hamilton but easy to find short-term partners. However, 61 percent of students said they would prefer to settle down with one person during their college years rather than "play the field" (17 percent preferred the latter, with 21 percent not sure). There was no gender difference on this question, with all demographic groups about equally likely to prefer settling down with one person (except for seniors, who were 17 percent more likely to prefer to play the field).

A lack of romantic opportunities could be a factor in Hamilton students' difficulty finding partners; 54 percent of students thought there were not enough events on campus where couples could go on dates, compared to 20 percent who thought there were enough opportunities. However, dating at Hamilton was relatively infrequent. Thirty-one percent of dating students not in long-distance relationships reporting going on dates with their partner once per week or more, 29 percent going on dates a few times per month and 38 percent going out a few times per semester or less often.

Forty-three percent of respondents reported being in a relationship, with 51 percent of dating students having been in their relationship for one year or longer and 70 percent of them having met their current partner at Hamilton. Half of all dating students reported knowing their partner for less than three months before going out, with the other half knew their partner for a longer period prior to dating. On the other end of the spectrum, 10 percent of the sample reported never having been in a relationship. When asked why they were not currently in a relationship, only 12 percent of single students reported that they were not interested in a relationship; the most common response was being unable to "find the right person," with 38 percent of respondents offering this reason.

Groups more likely to be in relationships included students in Greek societies (13 percent more likely than non-Greek students), "A" students (9 percent more likely than students with lower grades), Darkside students (13 percent more likely than Lightsiders), students who thought intelligence was "very important" in a partner (10 percent more likely than those valuing intelligence less), and students who had been in at least two relationships in their lives (19 percent more likely than those with less experience). Men who identified as gay or bisexual were less likely than other students to say they were in relationships (32 percent less likely on average), while students who

see ***HamPoll,*** *page 7*



GRAPHIC BY KYE LIPPOLD '10

LETTERS TO THE EDITOR

RE: Asbestos in Bundy

To the Editors:

In his email to the campus about asbestos in Bundy, Steve Bellona mentioned, "[T]here is *no health risk to residents*…" (emphasis added). Despite the administration's claims that students in Bundy are safe, eleven students have been forced to move from their rooms and dozens of additional students are being forced to take down their raised beds. Students are being forced to rearrange their rooms and get rid of costly furniture that will not fit with the new configuration. The already small rooms will be even more cramped with the removal of raised beds—especially for students in doubles. If Bundy residents are safe, why is the administration taking such radical measures?

I understand the administration wants to be cautious to avoid any exposure to asbestos and any potential lawsuits. However, if the administration has told the truth, and students really are safe, many students have been unnecessarily inconvenienced.

At first, I thought the beds were being lowered for student safety. However, Mr. Bellona clarified that the beds were being lowered "…to avoid any accidental damage to the ceiling while one is sleeping… [as] banging in the ceiling inadvertently might damage the ceiling significantly to cause a release." He noted that it is safe to sleep near the ceiling unless it is cracked or delaminating.

The administration contends that students might unintentionally damage the ceilings *while asleep.* How? Are people having bad dreams and punching the ceiling so hard that it cracks? Of course not. Students with raised beds are not damaging the ceilings. I assumed the administration must have some evidence of ceiling damage by students in raised beds if they felt it necessary to remove them. However, when I asked Mr. Bellona he informed me that, " There is no evidence to indicate that there has been any accidental damage to ceiling[s]." **If it's safe to sleep there, and students aren't damaging the ceilings, why are students being forced to lower their beds?** If students haven't been damaging the ceilings in the past five months, what will change in the next three?

I am disappointed that students are being significantly inconvenienced by what *might* happen without any evidence to confirm that the concern is real and not just hypothetical. The administration has refused to consider any alternatives that would inconvenience students less. For example, raised beds could be lowered to a lower rung rather than completely removed.

I understand the administration's position that it is more likely that ceilings will be damaged with raised beds. However, just because something is *more* likely doesn't make it likely enough to warrant significantly inconveniencing dozens of students.

Sincerely,
Tyler Roberts '12

Note: This is not meant to be a personal attack on Mr. Bellona. He was cordial in all of our communication. I simply urge him to reconsider his decision. I have sent a copy of this letter to Mr. Bellona so he may respond.

RE: ELS Article

To the Editors:

I am writing to the editors of the Spectator on behalf of the members of the Emerson Literary Society (ELS) in response to a recent article published in the Spectator about the history of ELS. We are so excited and happy to know that there is an interest in ELS on this campus! However, we would have loved to have spoken to Ms. Arneson before she wrote the article because it contained some incorrect information. In the future we hope that anyone interested in ELS, whether to write an article or for membership, will contact us!

The Emerson Literary Society was founded on March 11, 1882 by a group of Hamilton students intent on honoring the philosophy of Ralph Waldo Emerson. In 1884 the members sold stock certificates to buy land and build a residence to house the society's members. Although off campus at the time (the south side of campus was an apple orchard), the building that they had constructed was Emerson Hall, more commonly known as ELS, which is presently under renovations. Having been founded in 1882, ELS is one of the oldest societies on campus and still maintains the tradition of being non-secretive and non-exclusive. ELS was also the first society to become co-ed once the college merged with Kirkland and still is one of a very few co-ed societies on campus today.

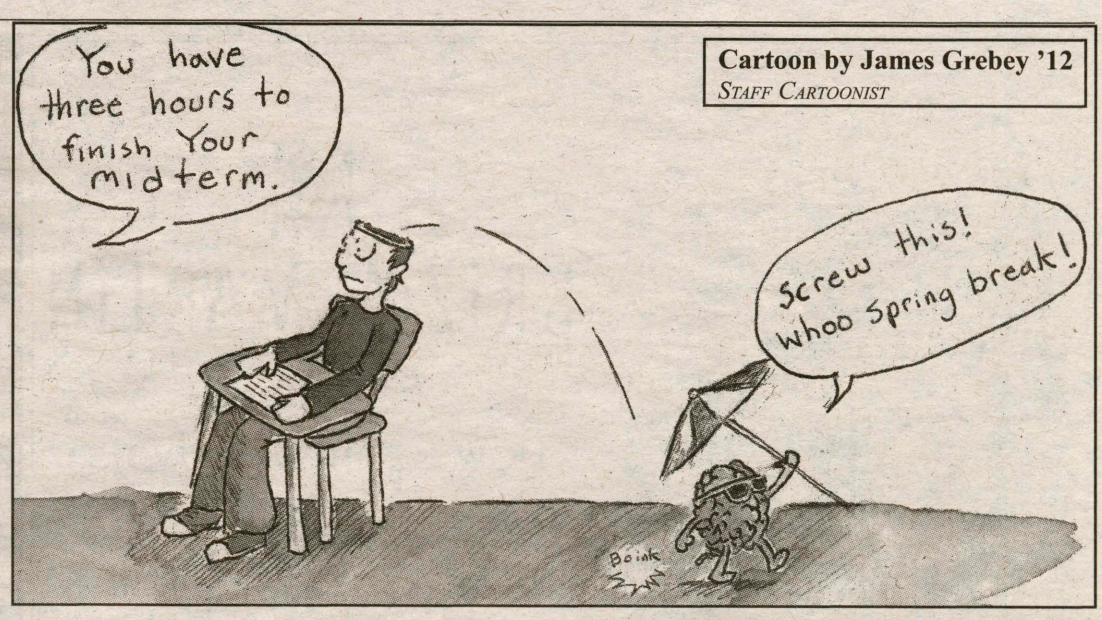
When Hamilton began purchasing the homes of private societies in 1995 in order to limit their influence on campus life, ELS was one of the first to sell its house to the college. The proceeds from the sale of the house have been placed in a trust that is overseen by a board of trustees made up of ELS alumni. Because of this trust, ELS is able to host our many events, including parties, lectures, and charity fundraisers; the trust is also used to fund a scholarship each year for one ELS member.

Due in part both to ELS's over 120 years on the hill and the popularity of our sponsored activities, we have become associated with major campus events. The Rocky Horror Picture Show Party is just one such event. We have a thriving lecture series, the "Tell Me What You Know" series (which will have its next lecture after break), and charity and service events. We are so grateful for the campus's enthusiasm in this event in particular and ELS activities on the whole. ELS is proud of our roots and our history and we strive to live up to the examples and the precedents laid down before us by former generations of Emersonians. We strive to maintain the open, welcoming, and progressive atmosphere that ELS is known for.

If anyone is interested in learning more about ELS feel free to contact me or President Kasey Hildonen or any ELS member. If you are interested in attending one of our meetings, we meet in the CJ browsing room at 10:15PM on Mondays.

Sincerely,
Amanda Barnes '12
Lecture Chair and Philanthropy Chair of ELS

Editor's Note: The information in the article "ELS: More than Men in Dresses" was taken without acknowledgement from Hamilton's website, the ELS website and the Wikipedia page about ELS. We apologize for the mistakes.



Cartoon by James Grebey '12
Staff Cartoonist

HamPoll on Love

from ***HamPoll,*** *page 6*

preferred to play the field rather than settle down with one person were 15 percent less likely to be dating.

Fully 42 percent of those in relationships (18 percent of the entire sample) reported that their relationship was long-distance, a substantial subgroup. Students on varsity sports teams were 18 percent more likely to be in long-distance relationships. Students who met at Hamilton were 75 percent less likely to be in long-distance relationships.

Students in relationships reported spending a median of 2.5 hours per day with their partner, with substantial variation (90 percent of students reported spending from less than one to six hours per day). Students in long-distance relationships spent only about one fewer hour per day with their partner than those not in long-distance relationships, while those dating someone they met at Hamilton spent one hour per day more. Grayside students spent about an hour more with their partners than Lightsiders or Darksiders, as did students who found physical appearance very important when choosing a partner. Those who preferred to "play the field" spent 1.2 fewer hours per day with their partners on average.

The survey received 546 responses, for about a 31 percent response rate. Women and white students were overrepresented in the survey sample, while students on financial aid and international students were underrepresented; however, this pattern was consistent with previous HamPoll surveys, suggesting selection bias related to the survey topic may have been a relatively minor issue.

HamPoll, a student group that queries the student body about important topics, welcomes feedback at hampoll@hamilton.edu. Visit our blog at http://hampoll.blogspot.com for more surveys and analysis, as well as for an upcoming report on the sexual behavior of Hamilton students!

Thumbs Up	Thumbs Down	Who Cares?
Nice Weather: winter curled its frosty lip and hissed that *that* kind of thing was out of the question. Spring responded, "Just the tip?"	Eco-mugs Vanish: just like Sacagawea dollars and Beanie Babies, eco-mugs prove that PEOPLE ALWAYS COLLECT STUPID SH*T.	Hamiltones Invitational: inviting a barbershop quartert to compete against the beat-boxing Lars Ulrich is like inviting Native Americans circa 1492 to compete against syphillis.
Olympic-Themed Streak: an audio/visual extravaganza featuring trumpets, chapped asses and nipples that could etch glass.	HillConnect TV in Commons: is it really necessary to play this slideshow on repeat for a week? Do they think we're stupi... HEY WTF HAPPENED TO MY E-MAIL?!?	Pledging Season: bucket... six dollars. Vera Bradley tote bag...70 dollars. Having a group of friends that tell you you're pretty...450 dollars/ semester.
Club Hockey Wins: proving to be a double win, as Hamilton's coaches have never been accused of statutory rape.	Canada: especially Sidney Crosby.	Animals in Medieval Literature: methinks this topic doth sucketh like a wee lass with nary a glint of self-esteem.
Milkshakes in the Diner: but easy there Shamu, funneling calories won't ease the pain, but it will make you a behemoth that can rip your trainer limb from limb.	"READ" Poster in the Library: let's just say a POOP poster in a bathroom isn't going to prompt any extra groundhogs out of the burrow.	

by Anthony DelConte '10, Nathan Fedrizzi '10 and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

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BROOKLYN'S FINEST — RICHARD GERE ETHAN HAWKE DON CHEADLE DTS ●1:30-4:20-7:15▲10:00 R
SHUTTER ISLAND LEONARDO DICAPRIO ●1:40-4:50-7:50 #1 MOVIE! STADIUM SEATING DTS R
COP OUT ●12:30●2:55-5:10-7:30▲9:50 DTS R
THE CRAZIES ●1:10●3:30-5:45-8:00▲10:10 R
PERCY JACKSON & THE OLYMPIANS:THE LIGHTNING THIEF ●11:40●2:10-4:40-7:10▲9:40 PG
DEAR JOHN 4:35 PG-13
TOOTH FAIRY ●12:15●2:25 PG
VALENTINE'S DAY 6:50▲9:20 PG-13
AVATAR (IN 2D) ●1:00-4:15-7:40 PG-13

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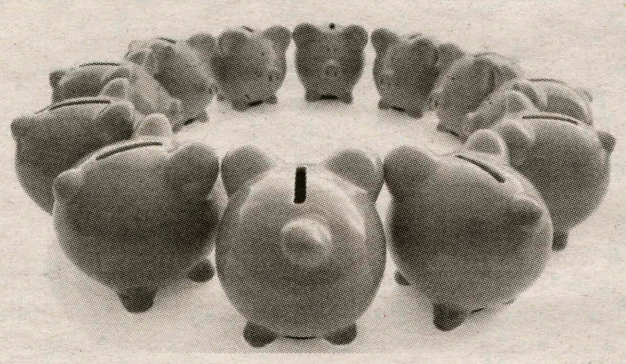
The Career Center

You don't have to pass on that unpaid internship yet.

Through the generosity of a number of Hamilton alumni and parents, funding is available to cover cost-of-living expenses to support students who obtain unpaid or minimally paid summer internships.



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For fund details and application information visit: ***www.hamilton.edu/careercenter***

Weekly Charts

MUSIC

(billboard.com)

Top Songs

1. The Black Eyed Peas—"Imma Be"
2. Ke$ha—"Tik Tok"
3. Young Money feat. Lloyd—"BedRock"
4. Lady Gaga—"Bad Romance"
5. Lady Antebellum—"Need You Now"

Top Albums

1. Sade—*Soldier of Love*
2. Lady Antebellum—*Need You Now*
3. The Black Eyed Peas—*The E.N.D.*
4. Lady Gaga—*The Fame*
5. Lil Wayne—*Rebirth*

MOVIES

(imdb.com)

1. *Shutter Island*
2. *Cop Out*
3. *The Crazies*
4. *Avatar*
5. *Percy Jackson & The Olympians: The Lightning Thief*

BOOKS

(New York Times "Best Sellers")

Paperback Fiction

1. *The Last Song,* by Nicholas Sparks
2. *A Reliable Wife,* by Robert Godrick
3. *Little Bee,* by Chris Cleave
4. *Dear John,* by Nicholas Sparks
5. *The Girl With the Dragon Tattoo,* by Stieg Larsson

Paperback Non-Fiction

1. *The Blind Side,* by Michael Lewis
2. *Three Cups of Tea,* by Greg Mortensen and David Oliver Relin
3. *The Lost City of Z,* by David Grann
4. *Are You There Vodka? It's Me, Chelsea,* by Chelsea Handler
5. *My Horizontal Life,* by Chelsea Handler

Author to Guide Hamilton's Writers

by Taylor Coe '13
Arts and Entertainment Writer

In her introduction to Kelly Cherry's reading this past week, Associate Professor of English Naomi Guttman explained that the lauded and talented Professor Cherry was chosen as the 2010 Writer-in-Residence for her achievements across a variety of writing disciplines. In her award-studded career (three PEN/Syndicated Fiction Awards, a Pushcart Prize and an O. Henry Award, among many others), Cherry has penned twenty-seven books, including novels, short story collections, poetry collections, memoirs, nonfiction and criticism.

Perhaps equally impressive is Cherry's long-held former position in the English Department of the University of Wisconsin-Madison. Although she has retired, Professor Cherry remains the Eudora Welty Professor Emerita of English and the Evjue-Bascom Professor Emerita in the Humanities at the University of Wisconsin.

Since her retirement, Professor Cherry has continued her prolific writing career; she is currently working on a collection of short stories revolving around the lives of 12 women in different parts of the South. She is also hard at work on a book-length poem that she imagines will take another two or three years to complete. In addition to all her writing, Cherry has also been engaged in a number of writer-in-residence programs similar to her position here at Hamilton. Cherry explained that the concept of a "writer-in-residence" differs from institution to institution, but that her responsibilities generally consist of meeting with creative writing students, giving a reading and doing creative writing workshops with students. Here at Hamilton, Professor Cherry met with many of the Creative Writing majors and sat in on a few creative writing classes, in addition to offering a community reading this past Wednesday night.

WORDPRESS.COM

Kelly Cherry, Hamilton's 2010 Writer-in-Residence, is a prolific, in-demand and award-winning author.

Professor Cherry's reading consisted of a selection of poems from her latest work, *The Retreats of Thought: Poems*, a volume that engages the reader with many different aspects of philosophical inquiry. Her exploration of these topics, Cherry explained, stemmed largely from her graduate work in analytic philosophy at the University of Virginia, which focused on the "close reading of texts and the development of arguments." In addition to the complexity of the subjects (one poem was entitled "Talking Back to Wittgenstein"), Cherry wrote the entire volume as a sequence of sonnets. Although some sonnets can be dense and impenetrable on first reading (or hearing), Cherry's sonnets still managed to connect to the audience through her light humor and the simple, spoken beauty of her lines.

She also read "Autumn Garage"—a recently penned short story that follows an older, divorced woman named June whose husband has left her for her best friend. The story begins simply with a slightly zany, but believable, protagonist, before it runs straight into an extraterrestrial encounter—whether fantasized or not, we never know. Cherry's story confidently walks the line between a Southern romance novel and a piece of Bradbury science fiction.

Part of Cherry's purpose in reading the story, however, was to demonstrate that the most important part of writing is to simply have fun. "It's just you and the page," she told the audience. "You can do anything you want to."

Atwood to Share Writing Wisdom

WWW.SKIDMORE.EDU

by Lily Gillespie '12
Arts and Entertainment Editor

The arrival of renowned author Margaret Atwood is a highly anticipated event on the Hamilton campus, and rightfully so, for Atwood is a prolific author in a wide array of genres. She has published poems, novels, short stories, children's books and non-fiction. Atwood will be speaking on the Hill as a lecturer in the Winton Tolles lecture series. Established in memory of Winton Tolles by his classmates from the Class of 1928, the series honors the years of service Tolles gave to the College as a student and then as dean of the college for a quarter-of-a-century.

Atwood's most popular novel, *The Handmaid's Tale*, has sold millions of copies since its release in 1985. It is a futuristic tale of an extremely repressive society in what was once the United States. Every freedom we value as Americans has been stripped away. In the midst of this stark and repressed world is Offred, a young woman serving as a handmaiden to a commander and his wife. While Offred once knew a life of love, freedom and independence, she now sees only the slavery of which she is a part.

The Houston Chronicle lavished praise on the book, saying, "Atwood takes many trends which exist today and stretches them to their logical and chilling conclusions . . . An excellent novel about the directions our lives are taking . . . Read it while it's still allowed." The book is a must read and Atwood's lecture is a must-attend.

Winton Tolles Lecturer

Margaret Atwood

Thursday, March 4
8 p.m.
The Chapel

Arts Events Before Spring Break

Friday

6:00 p.m. Yodapez Continental Release Party
Science Center G027 - Kennedy Aud

7:00 p.m. SK Films Friday Early Movie (Inglorious Basterds)
Kirner-Johnson Aud

10:00 p.m. SK Films Friday Late Movie (Reservoir Dogs)
Kirner-Johnson Aud

Saturday

8:00 p.m. Spring Dance Concert
Wellin Hall

9:00 p.m. Tweed Debut Concert
Fillius Events Barn

10:00 p.m. SK Films Saturday Late Movie (Reservoir Dogs)
Kirner-Johnson Aud

Sunday

7:00 p.m. SK Films Sunday Movie (Inglorious Basterds)
Kirner-Johnson Aud

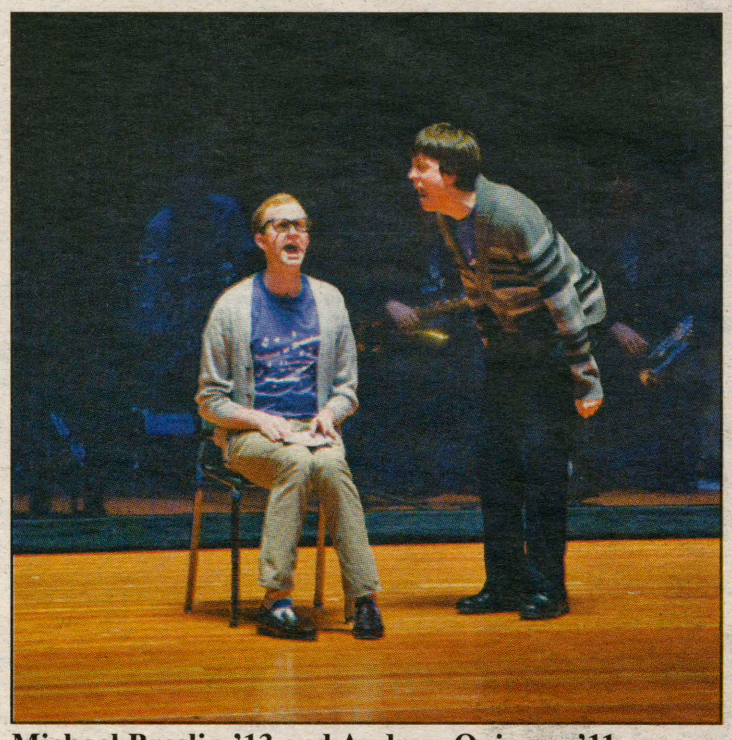
8:00 p.m. House of Brockmann: Cirque du Mort
Fillius Events Barn

"They Say There's Always Magic in the Air"

by Katy Mastrocola '13
Arts and Entertainment Writer

Who doesn't love Broadway? Everyone's favorite musical numbers got even better when they are performed right here on campus and benefit a great cause. The highly anticipated musical performance, titled "Believe in Broadway," fulfilled both these qualities and drew a crowd that filled at least two-thirds of Wellin this past weekend. The show was mainly geared towards musical theater enthusiasts, but it also raised money for Relay for Life, an organization devoted to raising money for cancer research at college campuses across America.

While a lot of colleges organize marathons for the organization, Hamilton students Kasey Hildonen '10 and Leigh Pomeranz '13 chose to raise money in the form of a sort of cabaret. The show raised around $1,300, and all of the proceeds will go to the charity.



Michael Breslin '13 and Andrew Quinney '11 engage in heated song in their piece "If You Were Gay."

Not only was "Believe in Broadway" a brilliant success in fundraising, but it was also an unforgettable show that truly displayed the theatrical talent at Hamilton. The show featured a variety of different songs and skits from popular musicals. Some songs had the audience dancing in their seats, like "You Can't Stop the Beat" from *Hairspray* and "On Broadway" and "Seasons of Love" from *Rent*. Other performances showcased more risqué numbers, like the dramatic "Cell Block Tango" from *Chicago*. The performers of "Omigod You Guys" from *Legally Blonde* mirrored the musical almost exactly with onstage costume changes and vibrant pink wardrobe. There were a lot of laughs during short, light-hearted numbers such as "Brush Up Your Shakespeare" from *Kiss Me Kate*, "Glee Club Rehearsal" from *You're a Good Man Charlie Brown* and "If You Were Gay" from *Avenue Q*. Some members of the audience were moved to tears by heartfelt duets from *Little Women* and *Wicked*. And these were only some of the 17 songs!

Sarah Sidford '13 and Emily Tompsett '13 lament their fate as Cinderella's poor, ugly stepsisters in *Cinderella*.

So how did the idea for such a spectacular show come to be? Hildonen, who served as the show's director, had wanted to put on a cabaret show. With Pomeranz's help they advertised the show through campus e-mails and flyers to gather as many people as possible. Although there were auditions to match people with parts that were suited for them, anyone could join regardless of theatrical experience. "Believe in Broadway" ended up drawing in over 30 cast members. Over half of the cast members were featured as soloists in different songs, but everyone had the chance to be in at least one piece.

The group only had three weeks of rehearsal time. With dedication, amazing musical talent from the cast and pit and awesome stage effects provided by the tech crew, "Believe in Broadway" captured the ears, eyes and hearts of the audience.

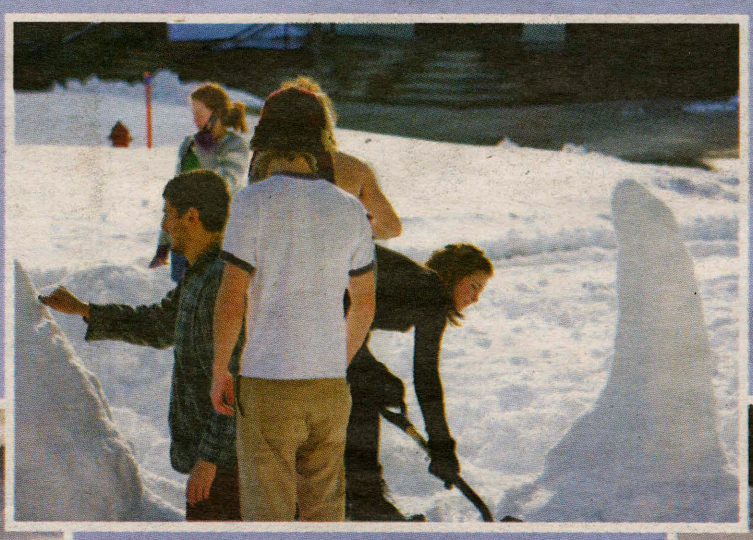
"I'm really happy with how it came out in such a short amount of time for rehearsals. People really had a lot of fun. I am so glad to have had this opportunity," said Pomeranz, who served as music director.

She also said that it was highly likely that another show similar to "Believe in Broadway" will be organized for next semester, probably in the form of a cabaret. So if you missed your chance to watch or perform in "Believe in Broadway" this time around, make sure to audition and catch the show next semester!

ALL PHOTOS BY KRISTEN MORGAN-DAVIE '12

The cast of "Believe in Broadway" brought out their best jazz hands and box steps.

ALL IMAGES FROM FLICKR.COM



In response to a challenge issued by the Dean of Students Office last week, students constructed snow creations including a sea turtle, a mastodon and snowpeople.

The Queen is Here: Swagger and Strut

by Meghan Woolley '13
Features Writer

Though many students believed they had seen the last of gender-defying outfits at the Rocky Horror Picture Show party, this past Friday offered Hamilton's men another chance to pull out their heels and wigs. "Swagger and Strut," a drag show and party hosted by Rainbow Alliance, Emerson Literary Society and Sigma Lambda Upsilon, featured male and female Hamilton students performing to a packed audience in the Tolles Pavillion. Hoping to win the grand prize– a widescreen TV – contestants strutted down a catwalk, dancing and lip synching to songs that ranged from Rihanna to the Backstreet Boys.

The show replaced Rainbow Alliance's annual "Taste the Rainbow" party, which has varied in form every year. Selena Carrion '10, co-chair of Rainbow Alliance, hopes that "Swagger and Strut" can become an annual event, noting that it was "really well received." She also believes that events like a drag show can help bring the topic of diversity to a wider audience on campus.

Professional drag queen Nikki Fenmore hosted the evening, setting the tone for flashy and exciting performances. She made audience members a part of the show, sometimes by pulling them onstage and often by asking her standard question, "Are you gay, straight or bi?" Her commentary and interactions with audience members between performances ensured that, despite a few technical difficulties, there were no dull moments in the show.

Randall Mason '11, the winner of the competition, expressed his victory by declaring "The queen is here!" Mason performed "Rude Boy" by Rihanna and received an overwhelmingly enthusiastic reaction from the audience. Mason, an Africana Studies major from Utica, loves to perform and was attracted by the idea of winning a TV. Although he has dressed in drag once before on Halloween, he said that "Swagger and Strut" was "one of the strangest things I've done." Mason attributes his win to a team of "fabulous" friends who prepared him to the point that he "pretty much just [had to get] on stage." He plans to use his new flat screen TV to get this group of friends, mostly senior girls, together before they graduate.

ALL PHOTOS BY KRISTEN MORGAN-DAVIE '12

According to Mason, the biggest problem with tolerance at Hamilton arises when people don't allow their "personal, inner worlds" to come to the surface. Organizations like Rainbow Alliance, however, are a great way to create friendships based on common denominators. He believes that the administration also has a large role to play in encouraging tolerance and that they can create an accepting environment.

Judging by the reaction of the audience, who clearly enjoyed the show, "Swagger and Strut" was certainly successful in bringing the topic of diversity to a large range of students and, perhaps equally importantly, providing the campus with an outrageously fun evening.

Kenji Yoshino: "The Hidden Assault on Our Civil Rights"

by Jessica Brown '12
Features Writer

While there are laws in place to counter the most obvious discrimination, "the law won't catch fine-grained discrimination," Kenji Yoshino stated at a lecture held in the Kennedy Auditorium last week. In such instances, he said, a cultural fix is necessary to answer the subtler attacks on civil rights.

Many people have heard the term "straight acting," which describes a person whose behaviors, tastes, clothing choices and associations do not reveal him to be gay. "Acting straight" allows him to fit in with the dominant group, i.e. white, heterosexual, able-bodied men. However, someone who wants to embrace who he is but fears possible backlash for doing so would be better described by the term "covering," the focal point of Yoshino's lecture, "Covering: The Hidden Assault on Our Civil Rights."

On his website (www.kenjiyoshino.com), Yoshino credits sociologist Erving Goffman with coining the term "covering." In

*see **Civil Rights**, page 12*

Students Seek a More Rewarding Spring Break

by Keith MacArtney '13
Features Writer

The first images that come to mind upon hearing the words "spring break," are usually related to partying, relaxing, tanning and possibly shredding some "gnar." For almost one hundred Hamilton students, however, this year's spring break has taken on a new meaning – community service.

Hamilton's Alternative Spring Break (ASB) program, now in its 18th year of existence, is one of the most popular service opportunities offered on – or rather, off – the Hill. Since its start in 1993, the ASB program has grown from a group of 20 to almost 100 service-oriented Hamiltonians. In fact, ASB is looking to expand even more in the future, perhaps to include international service opportunities.

This year's projects, similar to past years' successful trips, are spread throughout nine different states. The majority of the ASB trips are organized with Habitat for Humanity, meaning several groups will be building and restoring houses in North Carolina, South Carolina, Mississippi and West Virginia. Another group will be doing similar work with Community Collaborations in Georgia. Some students will be serving meals to the homeless in an attempt to alleviate poverty in our nation's capital, while another group has plans to help with the maintenance of an 1850s working farm in Kentucky in hopes of getting the facilities up and running for the tourist season. Another group is traveling to Tennessee to help build and perform maintenance on the Cumberland Trails. The final group will help tutor students at Burgaw Elementary School in North Carolina and participate in after-school activities. Each of the trips takes a lot of coordination, which is why the Chaplaincy assists ASB's co-Directors, Nick Richards '12 and Andrew Menges '12, throughout the year.

Unfortunately, about 30 students who applied to participate in ASB were turned away this year. Other than some flyers and emails, the ASB program manages to generate interest without much advertising in the fall due to high demand and limited space. In addition to funding restraints, part of the issue with space includes the number of jitney vans available.

Another dilemma faced by the ASB student leaders is maintaining a balance of both sexes and class years in the projects. There are generally more women interested in participating than men, and the leaders also have trouble finding space for first year students.

Richards is concerned about having to turn away applicants, especially considering the immense amount of organization that goes into the trips. "If they're willing to volunteer their time, they should be able to do so," he said.

While expansion is a major goal of ASB student leaders, funding has become a significant concern. Student Assembly allocates a much-appreciated $20,000 or so from their budget; however, this still leaves the ASB leaders to do some major fundraising on their own. Each student pays a fee of $150 to participate, a $25 increase from last year. Still, some trips actually cost at least twice that figure.

Even if you won't be performing community service this break, you can still donate to the many causes supported by ASB trip-goers. On Thursday, March 4, the ASBers are hosting an auction, starting at 2pm in the Annex. The live auction will take place at 5 p.m., but people were urged to attend earlier for the silent auction (and free Tex-Mex!).

Richards, having participated in ASB for the last few years, explained that "it's hard to understand the value of your service until you actually go." We on the Hill are looking forward to hearing stories from the participants when they return to campus. For more information on this year's ASB trips, visit www.hamilton.edu/coop/asb.html.

ALL PHOTOS COURTESY OF NICHOLAS RICHARDS '12

Images from Hamilton's "Alternative Spring Break" trips from previous years.

Beneath the Scrutiny of the Law, Gay Civil Rights are Under Attack

from ***Civil Rights****, page 11*

clearer terms, covering is the attempt to "'tone down' stigmatized identities, even when those identities are known to the world," according to Goffman.

The concept does not just apply to sexual orientation: racial minorities cover by "acting white." According to Yoshino, women cover by "acting like men" and "downplaying motherhood" lest they be seen as "caretakers first and workers second."

Physically disabled people also have to cover. Yoshino used a Helen Keller anecdote to explain that although Keller was well-known as a disabled person, she downplayed this fact, originally by insisting on being photographed from angles that hid her protruding eye and later by wearing glass eyes. Franklin D. Roosevelt did the same by hiding his wheelchair behind a desk when in meetings. Obviously both of these famous figures didn't think they were fooling anyone into believing they were not disabled; they simply wanted to downplay (or "cover") their respective disabilities so that they weren't the most noticeable things about them.

PHOTO BY ANDY RICHARDSON '10

Other important points in this lecture included the terms "passing" and "converting." There is a difference between covering and passing. The former is the practice of downplaying an aspect of one's identity while the latter, according to Yoshino, is "mask[ing it] totally." Converting, the initial stage of social repression, is the original pressure to change one's identity completely, for example gay people who are pressured to "turn straight." Yoshino recalled how in his own adolescence he passed through each of these steps, first trying to convert to a heterosexual gender identity, then by attempting to "pass" as a straight man and later by "covering" the more "obvious" aspects of his homosexuality.

It is important to note that a certain situation may seem like covering when it is, in fact, not. Yoshino pointed out the fact that we must be careful when claiming that an individual is covering. He recalled a female colleague who objected to his ideas because they perpetuated the assumption that she was covering when repairing her motorcycle, a stereotypically "masculine" activity. His colleague insisted that she was not repairing the motorcycle as a way to cover for her femininity; "she fixed her motorcycle because her motorcycle was broken." James Reynolds '10 succinctly summed up the difference between her case and a case in which a woman is actually covering: "It's more about other people's knowledge than your actions."

If someone identifies as gay or any other marginalized identity, and does not engage in activism such as coming out to colleagues, they are not necessarily covering. Being black, Muslim, female or gay is only one aspect of a person and need not be the person's only interest.

Still, Yoshino doesn't believe that white, heterosexual men never have to cover. He pointed out that a person could be all of those things as well as a poet, an alcoholic or schizophrenic and might have to obscure that element of his identity. Everyone might have to cover at some point, but some assimilation can be useful. Using acceptable language and manners, for example, allows society to run more smoothly.

However, he explained, "If the demand infringes on your authenticity, your autonomy…you should ask why." The demand, he said, should have a good reason, not one that stems from racist, sexist or other such views.

The unfortunate reality is that there are still demands for covering. Yoshino recounted an experiment which revealed that employers, when presented with resumes that were identical save for the applicant's name, would more often pick those with more Anglo-sounding names (his examples were Greg and Emily) than those that sound more stereotypically African-American (Jamal and Lakeisha). Yoshino ended his lecture by encouraging the audience to promote social changes where legal changes are insufficient to combat discrimination.

Joan Hinde Stewart's Travels: This Week in the President's Life

by Nick Stagliano '11
Features Contributor

In the past week, President Joan Hinde Stewart has been to Florida and back, visited with dozens of alumni from the Class of 1946 to the Class of 2006, attended a meeting with 65 other college and university presidents, co-taught two seminars, held a conference with five fellow New York State college presidents, attended a faculty meeting and a Campus Planning meeting, welcomed, dined with and listened to Margaret Atwood and begun welcoming the College's trustees to campus for one of their quarterly meetings.

Stewart's travel this semester has, however, has undergone modifications because, as she said, "I will not miss my seminar"—on the 18th century novel in England and France, co-taught with Edmund A. LeFevre Professor of English Emeritus John H. O'Neill on Tuesday and Thursday mornings.

Last Thursday, Stewart left in the midst of the storm of the semester to fly to Fort Lauderdale, Florida. She managed to arrive, despite some delays along the way, just in time for an Alumni Association event at the home of Art '64 and Karen Massolo. Among the approximately 25 people in attendance were the father and wife of an alumnus (who was not in attendance) and the mother of another alumnus (who was also not present). Stewart said that she was delighted once again to see that whether or not someone actually graduated from the College, they are still part of the Hamilton family.

ALL PHOTOS BY MARY MCLEAN EVANS '82

President Joan Hinde Stewart pictured with Keith Wellin '50, benefactor of Wellin Hall.

On Friday, Stewart traveled around Florida visiting three of the College's life trustees – Keith Wellin '50, Stuart Scott '61 and Bob Howard '46. In addition to gaining their perspectives as life trustees, Stewart brought the men an update on Hamilton, and, as she had at the Alumni Association event, answered all sorts of questions about admissions, arts facilities and financial aid.

Even when in the car, the President is never idle. While traveling between visits, Stewart moderated a NESCAC Executive Committee conference call.

At 4 a.m. on Saturday, Stewart woke up and headed to the airport for her flight home to Syracuse, only to get back in the car on Sunday morning to drive to Albany for the annual meeting of the Commission on Independent Colleges and Universities (cIcu). 66 of the more than 100 members – who are all presidents of private colleges and universities in New York – attended the meeting to discuss topics ranging from the costs associated with higher education to the public policy interests of private institutions. Stewart added that the top priority among all the college and university presidents in attendance was their students.

On Tuesday morning, Stewart drove back to Clinton for her seminar, Open Hour, a faculty meeting and an interview for a piece in *The Spectator*. On Wednesday, Stewart hosted the New York Six, a consortium of six institutions in New York (Hamilton, Colgate University, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University and Union College). The six institutions have been given funds from the Andrew W. Mellon Foundation to find ways to cooperate in a variety of areas, including cost-saving measures and faculty collaborations. Hamilton is the central institution in the consortium.

Stewart with Fordham president Joseph McShane (left) and President of NYU John Sexton (right) at the Commission on Independent Colleges and University annual meeting in Albany.

Finally, one week after her flight to Florida, Stewart will teach her seminar again on Thursday, attend a Campus Planning meeting, meet with and attend the Margaret Atwood lecture and begin welcoming the College's Board of Trustees to the Hill for their weekend meetings. That will fill her day on Friday and Saturday – with a slight interruption on Friday afternoon when President Stewart leaves to greet Senator Kristen Gillibrand (D-NY) and welcome her to campus.

With whatever spare time is left in her day, whether on campus or off, President Stewart prepares for class, reads and responds to an incredible volume of e-mails and letters and meets with and speaks to alumni, faculty and students.

Bachelor & Bachelorette of the Week

Jeremy Young '12

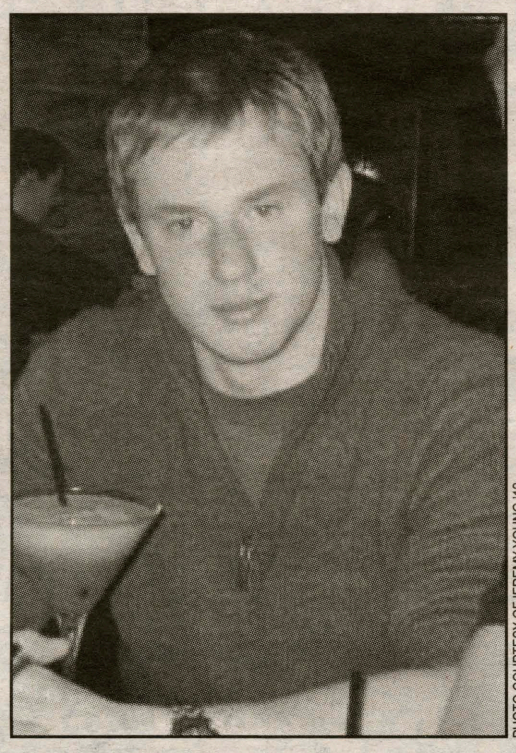


PHOTO COURTESY OF JEREMY YOUNG '12

Hometown: *New York*
Major: *Undecided*
Turn On?
Adriana Lima
Turn Off?
Moral relativism, cultural relativism, relativism of any kind.
What is your worst habit?
Striving for perfection.
If you were a dorm which would you be and why?
Eells—recently renovated, but traditional character remains.
If you were God, what would be the first thing you'd do to the world?
Eliminate economic burdens.
If you had to create a new points system what would be the #1 offense?
Infrequent participation in Hamilton's Dionysian activities.
If you were a cold cut, which would you be and why?
Priscutto, because it is a dressed-up ham--a classy rendition of a staple.
If you were a major which would you be and why?
Philosophy. I haven't yet determined whether I am.
If you could have any super power what would it be and why?
The ability to pause time—I would be far more accomplished.
If you could break one rule at Hamilton and get away with it which would you choose?
I would like to park my car with diplomatic immunity.
What advertising slogan best describes your life?
"Everybody else's tobacco is poisonous. Lucky Strikes'... is toasted."
What's the best pick-up line you've ever used/had used on you?
That's top secret.
If you could trade jobs with anyone at Hamilton for a day what would it be?
The president. Probably the most lucrative position.
What would you give a thumbs up?
FacAp.
What would you give a thumbs down?
Bundy.
Who would you say is your campus crush?
Jeannie Elwood.
What would you say is your most attractive quality?
My thoughtfulness.
What is the weirdest thing currently in your room?
This questionnaire.

Bryar Falvey '13

PHOTO COURTESY OF BRYAR FALVEY '13

Hometown: *New Canaan, CT*
Major: *Pre-med, not sure major.*
Turn On? *Sense of humor.*
Turn Off? *Laziness.*
What is your worst habit?
Picking nail polish off.
If you were a dorm which would you be and why?
North, center of all the action.
If you had to describe yourself as the love child of any two musicians which would you pick and why? *Jay-Z and Beyonce for obvious reasons.*
If you were God, what would be the first thing you'd do to the world?
Get rid of mosquitoes.
If you had to create a new points system what would be the #1 offense? *Cheating.*
What advertising slogan best describes your life?
Cool, Light, Refreshing.
What movie genre best describes you?
Well, Romantic comedies are my favorite.
What's the best pick-up line you've ever used/had used on you?
I don't know that any have been used on me but I like, "girl you must be hurtin', cause it's a long drop down from heaven."
If you were a major which would you be and why?
Neuroscience. I love figuring people out.
If you could have any super power what would it be and why?
I wish I could trasnport myself anywhere instantly.
If you were a cold cut, which would you be and why?
Turkey, everyone likes turkey.
If you were any social space what would it be and why?
The Hub, I like when it's not a massive crowd around me.
If you could get rid of one group on campus what would it be and why?
Korfball. Why do you need $1000 in funding?
If you could join one group on campus what would it be and why?
GNAR club, I wish I was more gnarly.
What would you say is your most attractive quality?
My hair?
If you could trade jobs with anyone at Hamilton for a day what would it be?
I'd be Professor Gapp so I could play with the alligators in the Science Center.
If you could break one rule at Hamilton and get away with it which would you choose?
I'd go on the roof of a building so I could see the whole campus covered in snow.
What would you give a thumbs up? *A great joke.*
What would you give a thumbs down? *Negativity.*
Who would you say is your faculty crush? *Professor Woo.*
What is the weirdest thing currently in your room?
Cat ears headband.

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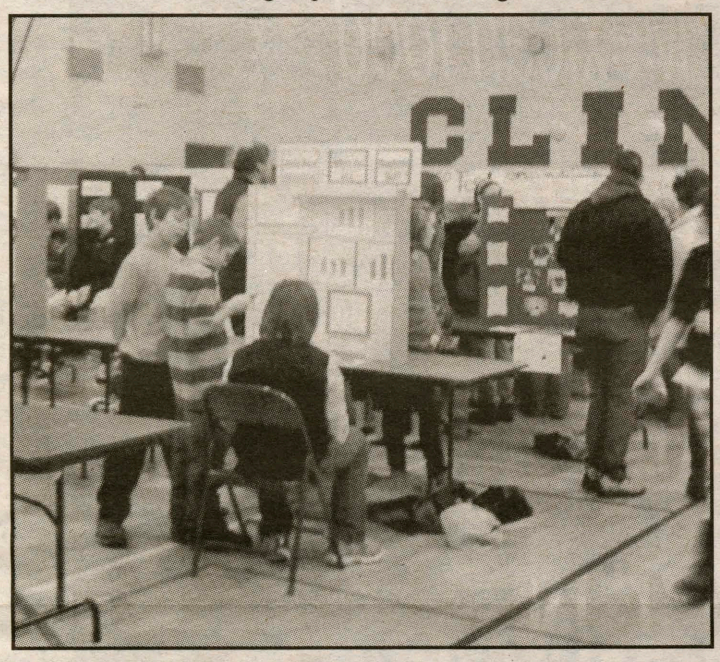
Hamilton Science Majors Judge the Clinton Middle School's Annual Science Fair Projects

by Ben Trachtman '12
Science and Technology Editor

A few Hamilton students relived their middle school days last weekend by judging the Clinton Middle School science fair. Sixteen students volunteered to be judges at the event, which showcased experiments testing everything from the best way to grow plants to what kind of Mentos to use to make the biggest explosion with soda. The event was a great success and a fantastic learning experience for both the college and middle school students.

Instead of declaring one student as the winner of the science fair, the event was built more around cooperation and learning from experience. Each judge only looked at a few experiments, which gave them an opportunity to connect with the kids and help them learn more about the scientific method. Sarah Kane '12 described her experience with two students whose experiment ended up not working as intended. Even though they were mortified, Sarah showed them what they could learn from it.



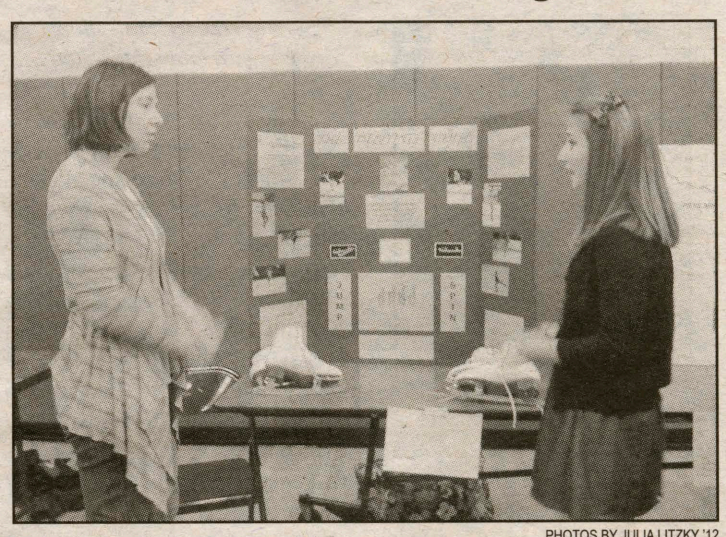
The science fair took place at Clinton Middle School.

"To me, that was the best part of the whole fair, sitting with those kids and brainstorming what they could do next time," Kane said. Repeating and refining experiments is an essential part of the scientific process, and participating in a science fair at a young age lets these kids learn that experiments do not always go the way they were intended.

Emily Evans '12 shared this sentiment as well. "What I really liked about judging was that I was able to give feedback to the students on how to expand their project or how to make it better," she said.

Robert Hawkins '13 also found the teaching process of being a judge rewarding. "In general I liked talking with the kids and walking around learning about how the kids came about doing their projects," he said.

After seeing one girl's experiment about plant growth but finding that she was having difficulty putting all of the pieces of her data together, he helped her through the process until she understood. "It was rewarding to me as a student and as a person, experiencing students' new understanding of an otherwise distant project."



PHOTOS BY JULIA LITZKY '12

Hamilton student Sarah Kane '12 (above), listens to middle school student Christina Sarandera present her project.

The experiments at the fair represented a broad array of scientific fields. One student hypothesized that women would be better at detecting smells than men and reinforced her prediction with research showing differences in the olfactory epithelium between genders. Other experiments included testing the differences in the respiration rate of fish and if mice would run through a maze faster if there was food at the end.

Rebecca Shields '13 judged one project examining how much carbon dioxide is released when yeast digest sugar versus the artificial sweetener Splenda. She said she was particularly impressed by the students' understanding of the biological concepts behind the project. This was a theme among the judges at the fair, as almost all of them talk about how they felt all of the middle schoolers had a firm grasp of the complex concepts they were testing with their experiments.

Some of the experiments had practical applications. One student looked at how many

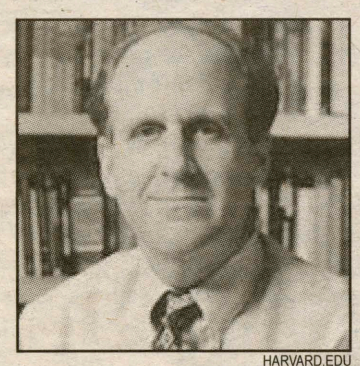
see ***Science Fair****, page 17*

Famed Psychologist To Visit Hamilton

by Ben Trachtman '12
Science and Technology Editor

Hamilton is about to be visited by one of the giants in the field of psychology. Dr. Daniel L. Schacter, a professor of psychology at Harvard University, is one of the leading researchers in the field of human memory and cognition. His research includes work on conscious and unconscious memory as well as how aging and mental disorders such as Alzheimer's affect memory. He has written several books and over 200 journal articles on the topic.

Some of Dr. Schacter's more recent work includes using several types of neuroimaging to examine how memory works on a biological level. He uses techniques such as positron emission tomography (PET) and functional magnetic resonance imaging (fMRI) to determine exactly where in the brain different memory functions occur.



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The study of memory used to be limited to examining only the input and output, like asking someone to remember a list and measuring how many items they could recall, but new neuroimaging techniques such as the previously mentioned ones are revolutionizing the field. Experiments like Dr. Schacter's are revealing exactly how memories are formed and manipulated, providing researchers with the intermediate steps and biological causes of the limited research performed in the past.

Hamilton is lucky to have such a speaker come to campus. Like Steven Pinker, the renowned language psychologist who gave a lecture here last semester, Dr. Schacter is also a leading researcher in his field. His studies have broad implications for the future of psychology and medicine, including how to treat degenerative diseases such as Alzheimer's. The lecture will be held on Monday, March 8 in G027 of the Science Center. .at 4:10 p.m.

Emerson Gallery Exhibit Combines Art with Science

by Jamie Azdair '13
Science & Technology Writer

Four exhibits come together to showcase inspiring artwork that combines the viewpoints of ancient cultures, scientists, contemporary artists and musicians in order to tell a story about the universe. Until April 18, the Emerson Gallery is holding "LOOK UP," an exhibition combining science and art.

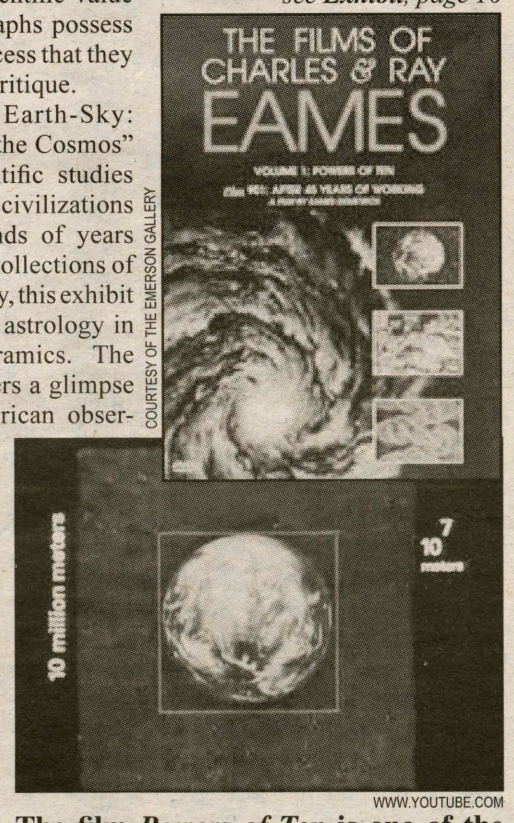
When pondering the beauty of the universe, it is best to understand the basics. The universe is arguably infinite in size, extending out into multiple dimensions. We as humans can only perceive three dimensions, but using cutting edge technology, scientists have proposed models of several more dimensions. Whether one wants to call this a recent paradigm shift or a shift that has been brewing in the cauldron of science for decades, it is still important to value the mystery and power of the universe. The exhibits of "LOOK UP" deliver the power of the universe to the viewer on an individual level.

"Teaching the Stars: Prints and Photographs from the Christian H.F. Peters Papers" can be viewed as fine art in the field of photography. Peters was a German-born astronomer who did a large portion of his work at Hamilton during the second half of the 19th century. The viewer in the exhibit becomes enticed by the telescopic images of celestial phenomena. It is interesting to consider the scientific value that these photographs possess and the artistic success that they would achieve in critique.

"Visions of Earth-Sky: Mesoamerica and the Cosmos" presents the scientific studies that Mesoamerican civilizations conducted thousands of years ago. Through the collections of the Emerson Gallery, this exhibit depicts the role of astrology in pre-Columbian ceramics. The imagery alone offers a glimpse into the Mesoamerican observations of Earth-sky as a unified cosmos. These pre-Columbian ceramics present the historic timeline that incorporates several modern ideas pertaining to astrology.

"From 60,000 Miles Away: The Glass Galaxies of Josh Simpson" incorporates contemporary glass works to portray the potential that interstellar bodies possess. Simpson allows viewers to perceive light years (trillions of miles) by condensing galaxies down into glass

see ***Exhibit****, page 16*



COURTESY OF THE EMERSON GALLERY

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The film *Powers of Ten* is one of the features of the current gallery exhibit.

Professor Research Profile: Tara McKee, Psych. Effects of ADHD Symptomatology in College Students

WWW.HAMILTON.EDU

by Tara McKee
Associate Professor of Psychology

This article is part of a series on what research our professors pursue outside of the classroom. It is intended to further the Hamilton Community's understanding of the scientific and academic community we have on campus.

What is your specialty in your field?

I am a clinical psychologist who strives to be a true scientist-practitioner by integrating my research interests with my clinical practice interests: issues related to the assessment and treatment of behavior problems such as ADHD in children, adolescents and adults.

What research questions are you currently interested in?

Currently, I am studying ADHD symptomatology in college students. More specifically, I've been focusing on answering the following questions: What is the prevalence and factor structure of ADHD symptoms in college students? Are symptoms related to academic and socio-emotional functioning during the transition to college? How do symptoms change over the course of college and is that change related to adjustment?

Why are you interested in these questions?

A great deal is known about children with ADHD, including the fact that there is a high likelihood that they will grow up to be adults with ADHD; therefore, scholars have begun to focus their attention on adolescents and adults with these problems. Improvements in special education services have made it possible for more and more students with attention and behavior problems to be successful in high school and gain admittance to college.

What we don't know is the extent to which such problems put students at risk for various difficulties as they adjust to the college environment. Being a clinical psychologist and an educator in a college setting, I feel a responsibility to these students to conduct this research and learn how best to help them succeed.

What methods are you using to answer these questions?

I am currently in the seventh year of a large-scale study that has involved screening each incoming first-year class at Hamilton for symptomatology related to behavior problems. Along with my senior thesis students and colleagues, I have invited these Hamilton students to participate in additional studies over the course of their four years.

The methodology of these studies has ranged from completing measures online about peer relationships and social adjustment to participating in more involved tasks in the lab. In addition, friends and parents of participating students have been invited to contribute to various research studies over the years, usually by completing questionnaires.

I also recently began inviting seniors to complete a questionnaire at the same time that they complete the senior survey. These methods have been quite successful in generating a rich data set that can be used to test a variety of hypotheses.

What have you found so far toward answering your questions?

I found that extreme difficulties with inattention were more common in college students than expected (ranging between 7 and 20 percent depending on the criteria used). In addition, relying solely on current DSM-IV criteria for diagnosing this population could be problematic because it resulted in lower prevalence estimates than using norms for a measure specifically designed for college students.

I also found support for a three-factor model of ADHD in this population with separate hyperactivity and impulsivity factors predicting a variety of socio-emotional and academic adjustment outcomes. This model is in contrast to the current two-factor model in the DSM-IV.

In terms of adjustment, I have found that students high in ADHD symptomatology had unusual patterns in the formation of peer relationships, poorer academic adjustment and coping, greater conflict in their families, greater substance use and more negative consequences as a result of substance use when compared with students low in ADHD symptomatology.

I'm looking forward to examining initial longitudinal data this summer to determine the extent to which ADHD symptoms change over the course of college.

What impact do you hope your work will have?

I hope that this work will aid in identifying those students who are most at risk for difficulty when transitioning to college and developing interventions for improving socio-emotional and academic functioning for these students over the course their college career.

I am optimistic that the responsibility I feel toward such students will become a priority of post-secondary institutions. It is in the best interest of these institutions to determine how to assist these students in maintaining the success that they achieved during high school. We still have a lot to learn about how best to do that.

HEAG's Corner:

This Week: An Open Letter From HEAG Concerning the Eco-Mugs

This is part of a series of articles that will be published intermittently throughout the year. They are written by HEAG members, but do not represent the opinions of the entire organization.

by Katherine Costa '12
on behalf of HEAG
HEAG President

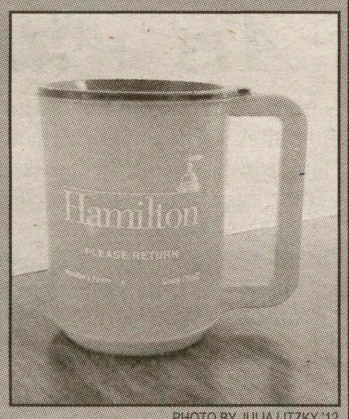


PHOTO BY JULIA LITZKY '12

Dear Hamilton,

They're your mugs, too!

In the wake of the success of the reusable mug program, HEAG appreciates all the feedback we have gotten from the campus. The enthusiasm from the student body is infectious!

That being said, the success of the program rests on your shoulders. These little guys are being snatched off the shelf (or Commons rack) faster than you can say "cofffeeeee," and because of dwindling numbers they are often gone for the day before your 10 a.m. class. This prevents many people from getting the chance to enjoy the mugs, and, let's face it, your lack-of-cool-red-mug is probably why you just bombed your sociology midterm, right?

So keep those grades up and that tea hot by returning your mug to any one of the many eye-catching yellow bins across campus. (More bins in more locations are currently in the works.) Returning the mugs will ensure that those friendly red faces will greet you the next time you venture into Commons or McEwen.

Similarly, if you happen across a lone mug left in a computer lab, bathroom or dorm room, please pull that Good Samaritan card and return it. The campus will thank you, and you will be helping to ensure that there will be mugs available for your morning commute to class the next day. What could be better?

Let's keep the buzz going and the mugs flowing!

Your Friendly HEAGers

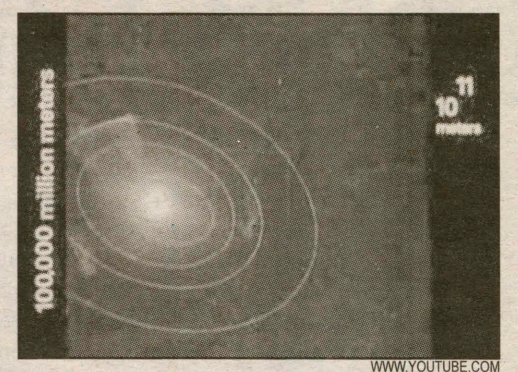
Powers of 10 *Gives Viewers Perspective on Universe's Size*

*from **Exhibit**, page 15*

sculptures. The colors and designs used in his work present both visually appealing sculptures and intellectually stimulating models.

"Music from Space: Samuel Pellman and Miranda Raimondi's Selected Nebulae" is potentially the most relaxing piece in the exhibition. Walking into this exhibit, an observer does not expect the mental trip that he is about to experience. The electronic-acoustic vignettes and corresponding animations present a journey for the viewer to take during his time at the exhibit. Words cannot even begin to describe the experiences that "Music from Space" has to offer. This exhibit abstractly depicts the accomplishments that astrophysicists have achieved in the past while looking ahead to potential future discoveries.

Finally, *Powers of Ten* is a short video that is a must-see for any science lover out there. The 1977 film accurately places the universe into perspective. The video begins with a man in a park and slowly zooms out, passing through the solar system, galaxy, universe, etc. until 10 to the power of 24 meters has been reached (100 million light years). Zooming out slowly, increasing the powers of ten of distance between the viewer and the original man, truly demonstrates the vastness of the universe. At this point in the film, it is very easy to feel insignificant having been confronted with the enormity of the universe.



WWW.YOUTUBE.COM

Above and left are screenshots of the video *Powers of Ten*, which depicts the relative scale of the universe.

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The video then concludes by zooming into the person in the park and passing through the cracks in his skin. The video continues by zooming in on a cell, the electrons in the atoms that make up that cell and then arrives at the free space between subatomic particles (10 to the power of -11 meters). This process presents the idea of space and the true incorporations behind it. If really, really far away and really, really close-up are both free floating space, then what are we? Does space exist inside of us or do we exist in space? By the end of the film, the viewer's sense of insignificance is replaced by curiosity and self-motivation to learn the truth of life.

"LOOK UP" is a powerful exhibition. Whether it is the art that draws the viewer in or the science that fascinates the soul, the exhibition successfully satisfies the viewer in both mediums and is a scholarly marvel that all should witness.

This Week...An Update on Flu Season

by Yinghan Ding '12
Science & Technology Writer

Flu season is always a burden on college students, especially with this year's outbreak of swine flu, but the worst seems to be over now. As everyone goes home for spring break and the weather starts to warm up, the influenza virus has more and more difficulty jumping from person to person. Infection rates decrease, and everyone can breathe a little easier. But it is still too early to declare the flu season officially over — a fresh spike of flu activity often occurs in early spring.

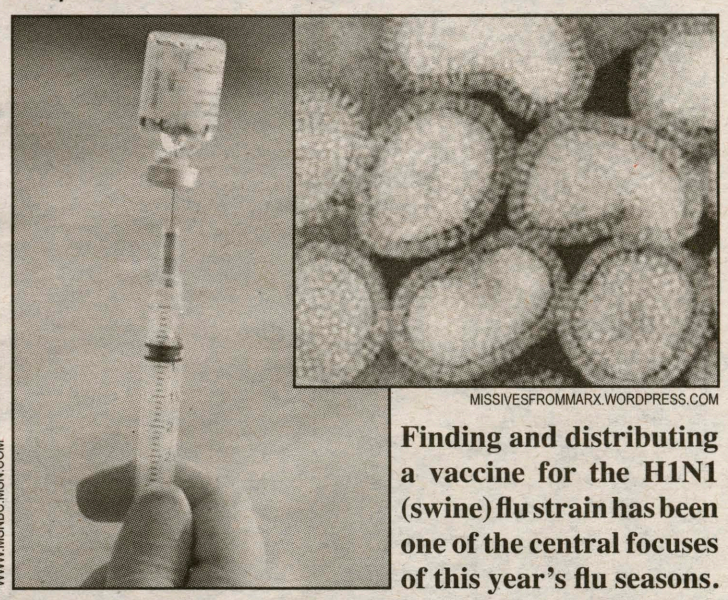
In a given year, there are normally two flu seasons, one in the spring and one in the fall. However, the flu seasons are unpredictable in a number of ways, including when they begin, how severe they are, how long they last and which viruses will spread. There are more uncertainties than usual about the spring flu season this year. The H1N1 influenza virus has complicated the measures of preventing widespread of flu diseases this spring. According to the Center for Disease Control (CDC), the flu is likely to see another burst of activity very early this spring, with the H1N1 virus predominating and causing high levels of flu activity much earlier in the year than during most regular flu seasons. In addition, the wave of H1N1 is likely to be more severe among people younger than 65 than regular seasonal flu, so college students should pay especially close attention to the potential outburst of H1N1 flu this spring.

Last fall, the annual autumn flu season peaked at the end of October, with the weekly percentage of outpatient visits for influenza-like illness at 7.7%, a level higher than the three previous influenza seasons, as reported by the U.S. Outpatient ILI Surveillance Network. This percentage decreased at the beginning of January this year to 1.8%. But can we really say the flu season is really over, even in spite of these reductions? Although influenza activity has declined, additional waves of influenza activity due to H1N1, seasonal influenza viruses, or both, may occur again this spring. Even if there is not another wave of influenza, continued low-level circulation of influenza viruses may continue during this time.

The overall health impact, like infections, hospitalizations and deaths, of a flu season varies from year to year. So how is the severity of a flu season characterized? According to the standards of the CDC, the severity of a flu season can be judged according to a variety of criteria. These criteria include the number and proportion of flu laboratory tests that are positive, the proportion of visits to physicians for flu-like illness, the proportion of all deaths that are caused by pneumonia and flu and the flu-associated hospitalization rate among children and adults. A season's severity is determined by assessing several of these measures and by comparing them with previous seasons.

Flu vaccination is the first and most important step in protecting against the flu. Because the timing and spread of influenza viruses are unpredictable, the CDC recommends vaccination with seasonal influenza vaccine and H1N1 vaccine. One thing to keep in mind is that a flu vaccine is not expected to offer cross-protection against viruses that are very different genetically from those in the vaccine. The seasonal vaccine does not protect against the H1N1 virus because the new strain is very different genetically from the seasonal virus, but protection against H1N1 is due to be included in next year's seasonal vaccine. Recent information suggests that federal, state and local officials continue to recommend that college students be immunized against the H1N1 virus. The Student Health Center has plenty of vaccine available. If you haven't got a vaccine for H1N1 yet, this is a good time to do so before a potential burst in flu activity during the spring. There is no charge to students for the vaccine.

If you have any questions or would like to receive immunization, you should consult with the Health Center staff by calling (315) 859-4111 during regular business hours.



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MISSIVESFROMMARX.WORDPRESS.COM

Finding and distributing a vaccine for the H1N1 (swine) flu strain has been one of the central focuses of this year's flu seasons.

Science Fair Helps Involve Hamilton Students in Clinton

from ***Research,*** *page 15*

popcorn kernels from four different brands were left after popping. She found that the most expensive brand had the fewest number of kernels left. Given these results, the student concluded that the most expensive brand has the best method for popping corn and by paying more money, you get more popcorn.

The broad array of projects shows just how creative these kids can be, and their ability to impress college students with their science shows their intelligence as well. Nearly all of the Hamilton students who served as judges mentioned how great the experience was for both them and the middle schoolers. "It was a great experience," said Kane. "I highly recommend it to anyone who thinks they might be interested in doing it next year." It is a perfect example of a way to be a great role model for young kids who are interested in science. By showing them other young people interested in the field, they might be more inclined to make it their passion and pursue it as a hobby or career. Even though the United States has been shown to be falling behind in math and science education, even small events like these can help to get the next generation interested in and enthusiastic about science.

PHOTOS BY JULIA LITZKY '12

Clinton Middle School student Alex Major presented his project to judges (right). Middle school student Jasmine Diamond's project studied the effects of different types of light on plant growth (above).

Off-Campus News This Week:

Study Links Digestive Bacteria to Cancer

The majority of the cells in your body do not belong to you. The bacteria living in our digestive tracts outnumber the amount of human cells we have in the rest of our bodies, so it makes sense that these billions of organisms can have a big effect on our health. A new project in China has recently compiled the genomes of all of the bacteria living inside us, and has found that some genes of these organisms can be linked to certain diseases in their human hosts. The study links diseases such as cancer and diabetes to these genes, further complicating the already complex picture of disease and medicine.

Recent Earthquake Might Have Sped Up Earth's Spin

The recent 8.8-magnitude earthquake in Chile might have worldwide effects. Some researchers have suggested that the earthquake moved some of the earth's mass in such a way as to speed up its spin, shortening the length of a day by 1.26 microseconds, or about a millionth of a second. Just like an ice skater spins faster by pulling her arms and legs in closer, the earth would spin faster if a considerable amount of its mass is shifted towards its axis—the North or South Poles. The recent study suggests that the earthquake did just this by moving one of the planet's geological plates closer to the South Pole.

Potentially Groundbreaking Anti-Alzheimer's Drug Fails Testing

Many doctors and scientists had high hopes for Pfizer's new anti-Alzheimer's drug Dimebon after some successful trials, but it proved to be ineffective in later rounds of testing. The drug, which works on a different mechanism from the other four Alzheimer's drugs on the market, looked to have a great deal of potential after earlier tests. Failure at this phase is more of a setback than a total failure, but it is still a major disappointment to the company who thought this would be a blockbuster new pharmaceutical.

First-Years Impress

*from **W. Basketball** page 20*

by going over their main offensive plays. We wanted to know what they were planning on running on offense before they could execute it. We looked at their out-of-bounds plays and half-court sets and went over exactly how we were going to guard them in every situation and scenario," said Harlem.

Knowing the team back to front was an important aspect of the Hamilton game plan. After two previous matches against Skidmore, Harlem and the team focused on correcting or strengthening aspects of their game such as the press break, which had cost them in previous Skidmore matchups.

"Heading into the playoff game was both exhilarating and exciting," said Harlem.

Although Harlem was riding high after a record-breaking season, she explained that as a team, the fourth place Liberty League finish meant more than a shot at the final tournament.

"We were extremely proud to make the Liberty League Tournament. We came into the season ranked seventh out of ten with everything to prove and quickly became a team to contend with. This reflects not only our hard work as a team but also our ability to come together in order to be successful. Although we did prove to be a better team than most had predicted, we never stayed content with where we were."

Although they were unable to pull out in a win in the final game, the Continentals came out and led Skidmore, the number one school in the league.

"Unfortunately, we could not sustain the momentum and Skidmore went on a run that gave them the lead for keeps. We definitely showed our ability and talent as a team and it was clear that everyone left everything on the court," said Harlem.

Four graduating seniors, Cate Shafer, Alex Sowinski, August Keating and Hannah Adams will surely be missed. For the underclassman, this season serves as a building block for next year.

Harlem said, "We believed we could compete with any team in the league and ultimately I think we were able to prove how strong a team we are. Remembering the accomplishments of the season is important, these improvements must be used to spark bigger and better play."

She explained, "We want to build off our accomplishments from this season to see what success we can achieve next season."

For Harlem, this has been an extraordinary and exciting season. She closed by saying, "I feel so lucky to have played my first year with the wonderful people that I did. Looking back, we had an excellent season. It was exhilarating to be a part of such success and it makes me very optimistic for the next three years. This experience is going to help us grow and improve for years to come."

The Continentals will return next year with rising seniors Reisa Asimovic '11, who was named last week to the 2010 Liberty League Second team; power forward Lisa Olszewski '11, and their very talented rising sophomore class, for what should be another successful and exciting season.

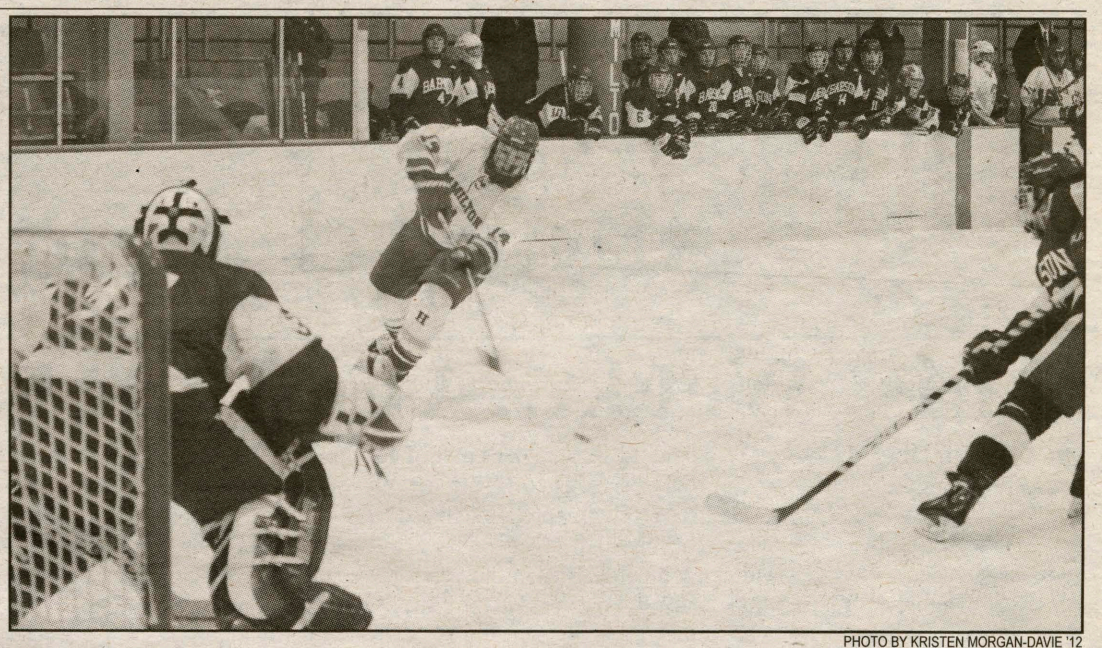


PHOTO BY KRISTEN MORGAN-DAVIE '12

Defender Joseph Houk '13 takes a wrist shot in a regular season game against Babson.

M. Hockey to Face Bowdoin

*from **M. Hockey** page 20*

ugly or not, will be taken. Bazin also added, "[The team we played] last weekend finished ahead of us in the standings, but...with [the elimination playoff] format, the pressure lies solely on our opponents."

There's much to be said for having a goalie who has caught fire: since returning from an upper-body injury, Calvin Bartel '13, has stopped 69 of 72 shots, including a 25-save performance against Williams.

It has perhaps become cliché in sports to say, "the team that gets hot late is most dangerous," but in this case, the phrase rings true. The Continentals have won four straight and stand at 15-8-2 heading into the March 6 NESCAC semifinal game against Bowdoin. The Polar Bears topped the Continentals 6-1 on February 6, but Captain Joe Buicko '11 indicated that the team will stay hungry and not become complacent with its success.

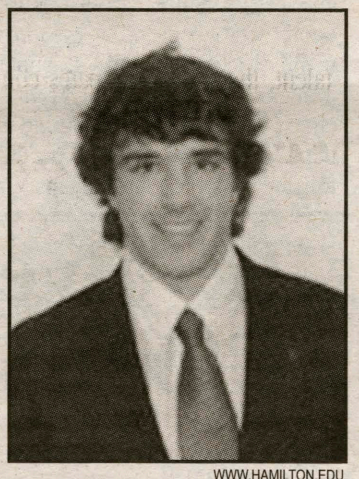
"Though we played Bowdoin at their rink earlier in the year and didn't get the result we were looking for, we now have a good idea on what to expect from them and [we] can better react, for example, to their aggressiveness on the penalty kill. After beating Williams we have some momentum heading into the Bowdoin game and I feel as though if we stick to our style of hockey and game plan we can be successful. We will need to be willing to block shots, sacrifice the body to make a play, and be predictable for our teammates. Though winning in the quarterfinals was nice and an improvement upon last season, we are not satisfied and will be ready to go come Saturday," said Buicko.

The Continentals certainly have the right recipe. They are not the most talented team in the tournament, nor are they offensive juggernaut, but they have many young players in key roles. Nevertheless, they just seem to have "it" - the team-first attitude and the resiliency that has driven so many championship teams in sports. They have rebounded from several concussions, MCL tears and broken bones. Mononucleosis even kept Buicko out for the first half of the season, and the list goes on and on.

"It was just plain odd," said Bazin.

But at this point, would a NESCAC Championship be any more odd?

- Player of the Game -



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OT Hero Andrew White '13

Club Hockey Dethrones Dolphins for UNYCHL Title

*from **Club Hockey** page 20*

trolled the score for much of the game, Hamilton controlled the puck, recording more than twice as many shots-on-goal. This persistence paid off. Hamilton outscored LeMoyne 3-1 in the third period with goals from Hippensteel, Torre and Higgins. Higgins scored the tying goal with just 1:12 left in the period, sending the game into overtime.

The Continentals did not make fans wait long for victory, scoring just twenty-three seconds into OT. Following the goal the team provided one last epic "cele" for the raucous crowd. "Having the fans be such a big part of [the game] and part of the celebration showering us with champagne was just icing on the cake." said Schwedock, the club founder.

In a perfect story-book ending, Schwedock, scored the last goal of the game, securing victory for the team he had worked so hard to create.

"Last year I worried that the game we played against Colgate may have been [the Club team's] climax," explained Schwedock, "but we stayed organized enough to play in this league and I still thought that just successfully playing a season might have been the highlight. But the hockey gods bestowed upon me my first goal, the winning goal, the OT and final goal of the season. That still boggles my head."

The 7-6 overtime victory was much closer than Hamilton had grown accustom to during the regular season, but that did not disappoint the Continentals. "Well, we didn't win big," said Gustavson, "but it still felt good to bring the Cup where it belongs."

Agreeing, Torre added "I think we are all happy to be at the top of the UNYCHL. It's a tough league with a lot of tough teams. We are just glad we were talented enough to beat a team like LeMoyne who focuses so heavily on conditioning and effort."

PHOTOS BY ANDY RICHARDSON '10

Pete Gustavson '10 attacks the net for one of his two back-to-back goals against SUNY Oneonta in the Semifinal game.

The team piles on top of Greg Schwedock '10 after he scored the winning goal just 23 seconds into the overtime period.

Hockey Post-Season Ended by No. 1 Middlebury

Becca Hazlett '13 sets the single season save percentage record previously set in the 1999-2000

by John Wulf '12
Sports Writer

Needless to say, Hamilton's 8-1 loss to Middlebury in the first round of the NESCAC tournament was not what Stephanie Miguel '11 and the women's hockey team expected. In fact, two days after their disappointing loss, Miguel was still in shock.

"I don't really know what happened. I'm still losing sleep over it," she said.

Miguel was stunned because the one-sided affair was nothing like the 3-2 win Hamilton accomplished just three weeks earlier. Then again, the score was not the only thing that changed.

For one, Hamilton was playing with a hobbled lineup. In the last game of the regular season, Hamilton lost second leading scorer Katie Zimmerman '13 to a knee injury, and although Captain Amy Allen '10 returned to the lineup, it was her first game since tearing her MCL two weeks ago.

Also, instead of experiencing the comforts of home ice, the Continentals had to travel to Middlebury's bigger, Olympic-size rink. Considering the Middlebury team's speed, the move certainly played to their "M.O."

Still, Miguel, was not willing to make excuses: "I think we were really nervous and second-guessed ourselves and made silly decisions that we didn't make when we were home."

These, as Miguel admits, are the kinds of mistakes a young team makes, which is precisely why she is trying to think positive.

"I guess it's kind of good thing it happened," Miguel explained. "Obviously it's not *exciting*, but we have a very young team and a lot of our talent is rooted in the freshmen and sophomore classes…and sometimes you need a loss like that to show that, 'wow, we really do have a lot of work to do."

Although an 8-1 loss is a pretty harsh lesson to learn, the team still had a very encouraging season.

By finishing 11-11-3, Hamilton avoided a losing season for the first time since 2002-2003. The team also added a few notches to their belt with a win against tenth ranked Middlebury, ties against second ranked Amherst and fifth ranked Trinity, and a close 1-0 loss to fourth ranked RIT. The talent is clearly there; now the girls just need to stay on the same page and grow as a team, especially with a talented group of freshmen coming in.

"Before you can succeed, you need to enjoy the atmosphere you're in, and with a lot of new girls coming in next year, we need to reintegrate the positive attitude we had this year. You know, leave the egos at the door," Miguel said.

Hamilton will return 16 of their 21-member roster. This list includes freshman "spark plug" Zimmerman, second leading point scorer Christie Sharlow '11 and record-setting goaltender Becca Hazlett '13. Hazlett set the single season school record for save percentage with a .931 mark, shattering the old record of .918 set ten seasons ago.

Also, roughly a month and a half before the season started, Miguel developed a hole in her lung. Eventually diagnosed as spontaneus pneumothorax (a collapsed lung), Miguel spent the final 10 days of the preseason in the hospital. While the Assistant Captain never missed a game (she had surgery before preseason, but was cleared to play right before the first game), she did not get her legs back until mid January.

Asked if she got off to a slow start, "Very much so…I hadn't worked and I could barely breathe…it was really frustrating."

With a healthy roster and a solid group of young, improving talent, the team anticipates continued success. Certainly the girls will miss the leadership of the five exiting seniors: Captains Amy Allen, Rachel Rapoza, Louise Roy, Meg Shine and Laura Stirrat. They were the girls who helped turn the spirit of the program around. But as Coach Knight's team continues to grow, more and more leaders should emerge. Eight months until next year's hockey tryouts. Time to toughen up.

PHOTO BY MIKE DOHERTY

Becky Cairns '11 leads a strong cast of returning players.

Swimming Claims Fifth Place

Mallory Reed '10
Sports Writer

The Hamilton men's swimming and diving team claimed fifth place in the 2010 NESCAC Championships last weekend at Williams College. The meet showcased the team's depth, as numerous swimmers clocked impressive times.

"This championship meet was a total team effort," said Head Coach T.J. Davis. "Our men really worked hard to set goals as a team, get on the same page and execute a plan towards achieving those goals."

Ian Nichols '13 led the way for the Continentals on the first day of the three-day meet, taking second place and posting a new school record in the 50-yard freestyle in 26.60 seconds. Nichols was followed by previous record holder, Jared Mereness '10, who finished in sixth place with a time of 26.78 seconds. Bowie Sievers '11 also cracked the top 10, finishing in eighth in the 200 individual medley in 1:56.99.

On day two, Mereness returned to capture second place in the 100-yard breaststroke in 58.09 seconds. Nichols followed in ninth place in 59.06. Sievers also continued his streak, finishing in fifth place in the 400 individual medley in 4:08.35 seconds.

Jake DeConinck '11 led Hamilton in the 200 freestyle, taking seventh place with a time of 1:43.52. He was followed by Taylor Hogenkamp '13, who finished ninth in 1:43.68. Hogenkamp, Mereness, Sievers and Jake DeConinck combined for the 800 free relay, racing to third place in 6:55.58 seconds.

Sievers finished strong on the last day of racing, taking seventh place in the 1,650-yard freestyle.

"This is a scrappy team, these men are relentless and tenacious. They just continued to get after it one session after another, and that pays big dividends in the end," said Davis.

As the Men's Swimming and Diving Team reflects on a stellar season, they will be saying goodbye to a strong senior contingency.

"We are sad to see these seniors leave us," Davis said. "They provided some of the best leadership I've seen in 14 years as a head coach."

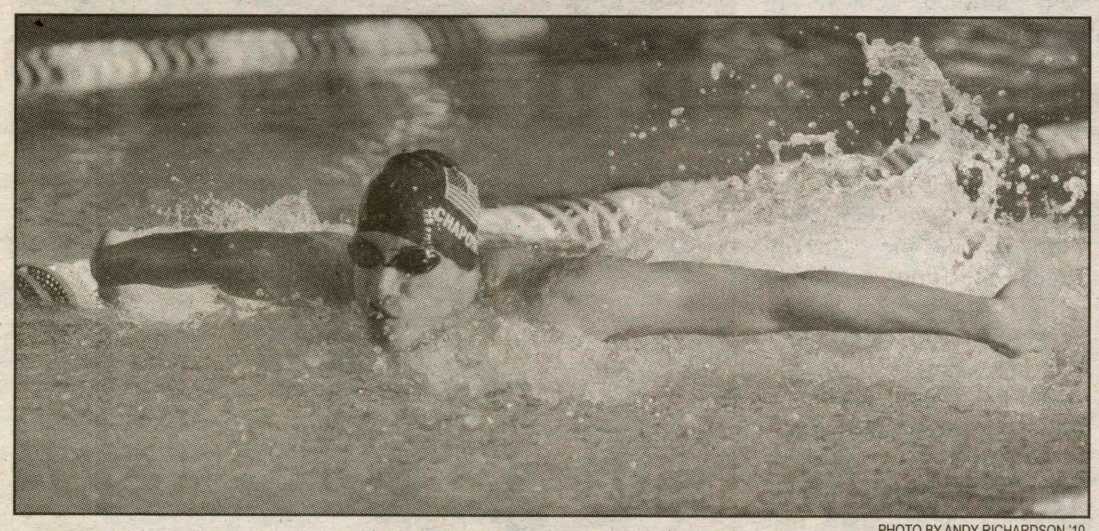

PHOTO BY ANDY RICHARDSON '10

Steve Chaponis '10 helps his team in the 200-yard butterfly and the 400-yard relay.

NESCAC Final Winter Standings

Men's Hockey:
11-7-1 (Finished 6 out of 11)

Women's Hockey:
5-8-3 (Finished sixth out nine)

Men's Squash:
4-9 (Finished 9 out of 11)

Women's Squash:
7-6 (Finished 6 out of 11)

Men's Swimming:
Finished 5 out of 11 in NESCAC championships

Women's Swimming:
Finished 10 out of 11 in NESCAC championships

Men's Basketball:
6-8 (In Liberty League)
0-3 (Against NESCAC opponents)

Women's Basketball:
8-6 (In Liberty League)
1-2 (Against NESCAC opponents)

A Hamilton College Student Publication, Clinton, NY Volume L Number 19

SPECTATOR SPORTS

March 4, 2010

Club Hockey Wins UNYCHL Championship

by Erin Hoener '10
Editor-in-Chief

In just their first season, the men's club hockey team conquered the Upstate New York Club Hockey League, securing the championship on home ice. On Saturday, Feb. 27 the Continentals dethroned the two-time defending champion Dolphins from LeMoyne College in a 7-6 overtime victory.

In order to secure home-ice advantage in the playoffs, Hamilton first had to beat LeMoyne in their last regular season game. Victory was no guarantee, as LeMoyne came out on top in their first match-up, having delivered the Continentals their only loss of the season. Hamilton was able to stop the Dolphins in the regular season rematch, recording a 7-4 victory and finishing the season at the top of the league.

PHOTOS BY ANDY RICHARDSON '10

The Continentals celebrate after their 7-6 OT win over LeMoyne.

The Continentals faced SUNY Oneonta in the semi-final game on Friday, Feb.26. The last time these two teams faced each other, Hamilton won 11-4.

Friday's game was no different as Hamilton coasted to an easy victory. The Continentals established their dominance with four goals in the first two periods and did not let up the rest of the way. Pete Gustavson '10 and Dan Higgins '12 each scored two goals, while Dan Bartus '12, Zane Glauber '12, Justin Torre '11, Chase Uhlein '12 and Grady Vigneau '10 each added one.

Going into the championship game, the Continentals knew that LeMoyne would be extra motivated after their loss the previous weekend. Channeling Herb Brooks in *Miracle,* Coach Robin Matthues reminded the team, "Boys, tonight we are the best club hockey team in the UNYCHL. Now, we gotta go out there and show them who that cup belongs to."

And show them they did, but only after keeping fans on the edge of their seats for the full 60 minutes of regulation play. "Yeah it was certainly a nail bitter, I hope we didn't take any years of the lives of anyone watching," said Greg Schwedock '10, "We are not a well disciplined team, but we were certainly the better team."

Tim Belden '10 kisses the Cup.

While Hamilton went into the game with confidence, the Dolphins gave the Continentals an early scare, scoring two goals in the first four minutes of the game. The game remained 2-0 until three senior Continentals turned the tide. Tim Belden scored Hamilton's first goal off of an assist from Gustavson. Just minutes later, Gustavson went on to assist the next goal by Chadd "Clappensteel" Hippensteel. The Dolphins quickly answered with a goal, to take the lead at the end of the first period 3-2.

The action remained much the same in the second period, with the Dolphins recording two goals and Hamilton adding one from Wyatt Clarke '12. The Continentals entered the third period trailing 5-3.

Although the Dolphins con

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W. Bball Falls Short

by Riley Smith '12
Sports Writer

As with all playoff losses, the season abruptly ended this last weekend, leaving the four graduating seniors reminiscent and underclassman eager, after a short break, of course, to begin another year of preparation in the gym and on the court in order to ultimately have another crack at the playoffs this time next year.

The Hamilton women's basketball team closed out their season with a dissapointing 65-51 loss against Skidmore in the Liberty League semifinals on Feb. 26, but they gained respect in the process.

The semifinal game wasn't lost without a battle, and who better to lead process than standout Madie Harlem '13, who was named last week as the unanimous choice for the Liberty League Rookie of the Year after receiving the Rookie of the Week honor four times this season. Harlem finished the season ranked second among all league players in 3-point field goal percentage and third in steals. She finished in eleventh place among all players in scoring and rebounding and led all rookies in these categories.

With a fourth place finish in the Liberty League rankings, women's basketball accomplished their goal going into the season, they spent past week preparing themselves as best as they could for the match against Skidmore.

Harlem described the grueling week leading up to playoffs when the team addressed the technical aspects of the game and Skidmore's game plan was dissected and internalized by the Continentals. "We immediately began

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Maddie Harlem '13 in action.

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Men's Hockey Gets to Semifinal

by Dave Meisel '13
Sports Writer

Flukish seasons sometimes occur, in which teams suffer injuries and bad breaks. Often, this can spell doom for a squad. But if a team stays resilient, like the Hamilton College men's hockey team has, it is a true testament to the team's attitude. With Vaclav Tomicek '10 as their witness, the Continentals have been playing their best hockey in some time.

"The team played the best hockey I've seen here in my four years," said Tomicek, a senior whose college hockey career ended after sustaining an injury earlier this season. Despite that set-back, Tomicek remains supportive of his squad and is proud of what they have achieved thus far, in particular "how the team was able to come together and battle the adversity that they faced…the team has a lot of confidence and is ready to compete every day. The win over Williams in [the] NESCAC Quarterfinals shows that we can beat any team."

The win was the biggest Hamilton victory of the season. On the strength of Andrew White's '13 second goal of the season, an overtime gamewinner, the sixth-seeded Continentals earned a huge upset over third-seeded (and eighth-ranked in Division III) Williams College. White scored on a rebound from a shot by Andrew Jelinek '13 with 2:47 into the overtime period.

Head Coach Norm Bazin praised the team's efforts for competing for 60-plus minutes, and being able to "come out with a typical overtime goal in ugly fashion."

Certainly, though, any victory,

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PHOTO BY KRISTEN MORGAN-DAVIE '12

Forward Joe Buicko '11 moves into scoring range for a shot.